# *A Survey of Licensed School-age Programs in Ontario, 1989*

Prepared
by
The ARA Consulting Group Inc.

for

Child Care Branch
Ministry of Community and Social Services

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| | |
|---|---|
| Trish Baynham | Chairperson, MCSS |
| Arlene Hoffman | MCSS, Research and Evaluation |
| Wenda Hodsdon | MCSS, Barrie Area Office |
| Janet Davis | Toronto Board of Education |
| Barbara Lampert | Toronto Board of Education |
| Jenny Brunt | YWCA, Toronto |
| Penny Gross | MCSS, Research and Evaluation |

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## HIGHLIGHTS OF THE SURVEY OF SCHOOL-AGE PROGRAMS

Ontario has witnessed a rapid and dramatic expansion of child care for school-age children - an expansion that has taken place within the context of legislation geared primarily to child care for pre-school children. In 1988, the Child Care Branch of the Ministry of Community and Social Services commissioned a study to gather comprehensive information on licensed child care programs serving school-age children prior to the development of new legislation.

This report summarizes the results of the survey of all child care centres which serve children six years of age and over, attending elementary school in Grades 1 and up. A 24 page questionnaire solicited factual information such as numbers and ages of children served, services and activities available, fees, numbers and qualifications of staff, space and facilities, administrative issues, linkages to communities and schools and service to older and younger children. The opinions and concerns of centre supervisors on topics such as current standards and regulations and the licensing of programs for children over the age of 10 were also solicited. Completed questionnaires were received from 551 programs for a response rate of 78.8% and minimal, non-response bias.

The majority (64.1%) of school-age programs currently operating are located in schools. Programs which are classed as non-profit form the largest (74.8%) and most diverse grouping. This grouping encompasses centres operated by non-profit agencies such as the YMCA as well as organizations that consist of one child care centre. Commercially operated programs account for 16.5% of school-age programs in Ontario while those operated by municipalities and Indian Bands represent 8.7%. Almost three-quarters (71.1%) of the province's school-age programs are located in communities of 100,000 or more people with metropolitan Toronto accounting for 45.8% of school-age programs in Ontario.

### Children in School-age Programs

As of May 1, 1989, more than 14,000 children were enrolled in licensed school-age programs in Ontario with approximately half of these children (50.5%) living in Metropolitan Toronto. Although the ages of children were not available from all programs, approximately 50% of the children enrolled in school-age programs are six or seven years old, 48% are eight to ten years old and roughly 2% are eleven or twelve years old. Approximately 90% of these children are enrolled on a full-time basis (i.e., five days per week). About 6% of the children in school-age programs are reported to have diagnosed special needs such as physical impairments, developmental delays or behaviourial problems and the majority (60.0%) of these children are in programs which serve three or more children with special needs.

### Services Available

Most (51.5%) school-age programs in Ontario offer care before school begins and after school ends each day; a further 44.1% also offer care at lunch-time in addition to before- and after-school while 4.4% offer care only after the school day ends. Approximately 90% of school-age programs report that child care is provided on days when school boards hold professional activities for teachers and at least three quarters of school-age programs in the province report that care is available during Christmas holidays, March break and summer holidays.

### Program Activities

Activities commonly found in licensed day care programs - creative arts, construction or building play, board or card games and puzzles, independent or small group reading and unstructured physically active play - are offered daily by at least 75% of school-age programs. At least one-third of the programs offer

craft activities, science activities, cooking or food preparation, movement or dance, music related activities and organized team sports at least once a week. Differences were noted between activities available to 8 to 10-year old children and the activities reported to be preferred by this age group. This finding suggests a basis for the widespread perception that school-age child care appeals less to older children. The difficulties cited by centre supervisors in mounting the preferred activities suggests that supervisors are faced with real dilemmas in making child care appealing to older school-age children.

**Fees**

The average daily fee for programs that provide before-school, lunch-time and after-school care is $13.20 per day while the average fee for before- and after-school care is $9.30 per day. Commercial programs are more likely to have higher fees for these types of services than non-profit programs and fees are more likely to be higher in Metropolitan Toronto than in other areas of the province. To ensure that school-age child care is available to children in lower-income families, 81.2% of the programs have subsidy agreements with municipalities or the provincial government and almost 40% of the children in programs are subsidized.

**Child/Staff Ratios**

The average number of children to staff in school-age programs is 11.1 to one. However, municipally operated programs are likely to have more children per staff than commercial or non-profit programs. Supervisors in commercial programs are consistently the most likely to find that the legislated ratio of 15 children to 1 staff in groups up to 30 children is adequate and supervisors in municipally operated or Indian Band programs are the least likely to find that this ratio is adequate.

**Program Staff**

As with other types of child care, staff are central to the quality of the school-age programs. Approximately 1,400 paid staff work in school-age programs with just over half working full-time. About 30% of these program staff have a high school diploma or some high school credits as their highest formal qualification while approximately one third have an Early Childhood Education Diploma or Degree (ECE) and a further 15% have some courses towards an ECE. From the point of view of supervisors of school-age programs, experience working with school-age children is the most relevant preparation for working with this age group. Nonetheless, the majority of supervisors also rate experience in licensed child care, an ECE diploma or degree or a diploma or degree in recreation or physical education as very relevant in preparing staff to work with school-age children.

The majority (58.4%) of supervisors have an ECE diploma or degree. However, 41.6% do not have the ECE qualifications for child care supervisors outlined in the Day Nurseries Act and are thus approved on a case by case basis by MCSS to work as a supervisor. Approximately 40% of the supervisors have been in their jobs for one year or less with supervisors in non-profit programs the most likely to have held their current job for the shortest length of time and to have the least experience with school-age children. However, significant differences were noted between school-age programs operated by larger agencies such as the YMCA and non-profit programs operating on their own. Supervisors in agency-operated school-age programs tend to have been in their current jobs for shorter periods and have less experience with school-age children.

Recruiting and retaining staff is an on-going concern for supervisors of school-age programs with a lack of qualified staff reported as a problem by more than 80% of the supervisors. Nevertheless, staffing of school-age programs is a multi-problem issue since a majority of supervisors also report that insufficient hours of work, split shifts, low salaries, low job status and staff turnover are also problem areas.

**Space and Facilities**

With 64.1% of school-age programs located in schools, it is not surprising that a majority (51.4%) of programs make use of school classrooms and that less than one quarter of all programs report having exclusive use of all licensed space. While a majority of supervisors are satisfied with the physical space available to the program, school-based programs are most likely to be dissatisfied with available space for arts and crafts as well as long term projects.

**Linkages to Schools and Communities**

Almost three quarters (73.9%) of the school-age programs indicate that children also have the opportunity to participate in school-sponsored activities as part of the schedule and routine of the school-age program. However, it appears that for most programs, involvement with the school around events, activities and routines entails no joint planning and co-ordination but rather adapting to such opportunities and permitting the children to attend. Among those programs actually located in schools almost three quarters indicate that school-age staff do not work as aides in a classroom or lunchroom. This finding suggests that linkages between school and school-age programs are not generally well developed. Just over half of the programs indicate that children have the opportunity to participate in community-sponsored activities and approximately one third report that specialists from the community are brought into the program to provide activities such as music, arts and crafts or sports.

Most (85%) of the programs located in schools have formal lease or occupancy permits with a majority (68%) of these being for one year and two thirds paying a nominal fee (e.g. $1.00) for the use of school space. School boards also figure prominently in payment for heat, electricity, caretaking and cleaning, as well as maintenance and repair in school-based programs.

**Kindergarten-age Children**

Approximately one third (31.8%) of the school-age programs serve only children age six and over attending school in grades one and up and those that do are most likely to be non-profit programs. For those programs that do serve children of kindergarten age, it appears that the lack of flexibility to group five year olds with six and seven years old is the most problematic regulation. Regulations regarding rest periods and current staff ratios for four and five year olds also pose difficulties for one third of these programs.

**Children Age Ten to Twelve**

Approximately 50% of the programs report serving children age ten and older; non-profit and school-based programs are the most likely to serve this age group. Among those that do not currently serve this age group, roughly half indicated that they would do so if they had space, staff, demand for service and Ministry approval. Approximately 60% of the programs report receiving requests to serve children between the ages of ten and twelve with the greatest interest in Southwestern and Central Regions of the province and particulary in the more urban areas.

## 1.0 INTRODUCTION

### Background

The changing nature of families in Ontario is nowhere more evident than in the growth of child care services. No longer can it be assumed that one parent, traditionally the mother, will be at home as a full-time homemaker to provide care for children. Children old enough to attend school are provided with adult supervision for the majority of the day; in effect, school serves both a child care function and an instructional function. Before school begins and after school ends as well as on days when school is not in session, the supervision of children aged six to twelve years is the responsibility of parents. For working parents, arranging this supervision can be highly problematic and a variety of professionals have pointed with concern to the phenomenon of the 'latchkey' child, the child who goes without adult supervision outside school hours.

The dramatic growth in licensed child care services for children of school-age reflects a widely recognized need for supervision and care of children of working parents outside school hours. Two initiatives of the Government of Ontario have lent support to the accelerated increase in services for school-age children during the past decade. In 1987, the Ministry of Education and the Ministry of Community and Social Services announced a joint initiative to provide child care space in all new schools built in the future. Also in 1987, the Premier of Ontario announced an additional $24.9 million to be devoted over a three-year period to child care for children attending school. As a result of these initiatives, school-age child care is now a larger component of the licensed care available in the Province of Ontario than ever before.

The licensing of child care programs for children up to age ten is governed by the Day Nurseries Act. Recent administrative directives have resulted in the inclusion of an increasing number of children between the ages of ten and twelve in licensed programs. However, it is recognized that the present Act does not include standards specific to children aged 10 and older, standards needed to ensure age-appropriate programs. It was considered important to gather comprehensive information which clearly indicates the current state of school-age programs before new legislation is written concerning programs for children over the age of 6 years.

### Purpose and Objectives

In 1988, the Child Care Branch of the Ministry of Community and Social Services (MCSS) commissioned a study to provide the Ministry with information on all licensed programs for the care of school-age children in Ontario before development of new legislation. Through a survey of licensed programs, the study was to provide descriptive information on school-age programs in general, and on school-based programs in particular. In addition, the issues and concerns of service providers regarding school-age child care were to be identified and information relevant to the inclusion of children aged ten to twelve years in licensed programs was to be obtained.

Seven specific objectives were to be addressed by the study. Six of the objectives dealt with the collection of information related to:

- the organizational structure of licensed school-age programs;
- the services, activities and routines of programs;
- the staffing of programs; the space and facilities utilized by programs;
- the supply and demand of programs for children aged ten to twelve; and
- the relationships or linkages of licensed school-age child care programs with the larger community.

The seventh objective was to determine if there are statistically significant differences among school-age programs, in terms of a range of characteristics.

**Format of the Report**

This study constitutes the first attempt in Ontario to gather comprehensive information on a sector of child care services which has expanded rapidly but about which relatively little is known. The report aims to provide a broad base of information as a precursor to the development of new legislation. Throughout this report, graphs and charts have been used to convey information concisely and to make this information accessible to a wide audience.

The report is divided into ten sections. This section provides an introduction to the study. Section 2.0 describes the methodology used to collect information on licensed school-age child care programs. Section 3.0 provides an overview of current programs. Section 4.0 describes the staffing of programs. Section 5.0 details the space and facilities available to programs while section 6.0 describes the organizational structure of school-age programs. Section 7.0 highlights the relationship between school-age programs and schools and surrounding communities. Section 8.0 discusses various aspects of school-age programs based in schools. Section 9.0 describes programs which serve children under the age of six attending kindergarten as well as children in Grades 1 and up. Section 10.0 describes programs serving children aged ten to twelve and addresses the demand for services to this age group.

## 2.0 METHODOLOGY

### Definition of School-age Program

For the purposes of this study, a school-age program is defined as a child care program which serves children six years of age and over, attending elementary school in Grades 1 and up. The program may also serve younger children, but must include children aged six and older attending school. The program must also be based in a centre, rather than a private home day care location. This definition of school-age excludes junior and senior kindergarten attenders.

While the primary focus of the study is children age six and up, attending school and enrolled in licensed centre-based child care programs, some information was also collected on services to kindergarten-age children if the program also served this age group.

### Survey Approach

A survey of all programs serving school-age children was conducted from May to August 1989. All supervisors of licensed, centre-based, school-age child care programs were designated as the appropriate sources of information.

The Direct Operating Grant Database was used to identify the names and addresses of programs most likely to qualify as school-age programs under the adopted definition. Area Offices of the Ministry of Community and Social Services revised and updated the list of programs identified as serving school-age children, resulting in a total of 699 programs.

Prior to receipt of a self-administered questionnaire by mail, school-age programs were informed of the study through letters from the Area Offices. Two strategies were employed to distribute questionnaires. Administrators of organizations with more than one school-age program were contacted to determine the most suitable means of distributing questionnaires to their centre supervisors, and the questionnaires were then distributed according to their instructions. In cases where the school-age program operated independently of other school-aged programs, questionnaires and return envelopes were sent directly to the supervisors. Telephone calls were used to encourage completion and return of the questionnaires and to address specific issues or confusion regarding the questionnaire.

### Questionnaire Design

A 24-page questionnaire (available from the Child Care Branch, MCSS) with predominantly closed-ended questions was developed in conjunction with MCSS staff and a team of resource personnel familiar with the delivery of child care to school-age children.

The questionnaire included questions designed to gather basic factual information on individual school-age programs, such as numbers and ages of children served, services and activities available in the program, fees and ratios. The questionnaire also included sections which dealt with staff; space and facilities; relationships between programs and schools and the community; children aged ten and over; services to senior and junior kindergarten-age children; and administration and organizational structure of the programs. Following a pre-test with 20 school-age programs, the questionnaire was revised and translated into French.

**Survey Response**

Of the 699 questionnaires distributed, 551 questionnaires were returned, for a response rate of 78.8%. Several school-age programs did not respond because of program closures, significant staff changes and administrative delays. Comparison of the program names and addresses provided by the Ministry of Community and Social Services with the names and addresses on completed questionnaires indicated that response rates did not vary by more than 0.7% in each MCSS administrative region or by more than 2.8% by auspice, or type of operator.

## 3.0 OVERVIEW OF SCHOOL-AGE PROGRAMS

Throughout this report, school-age programs are grouped in various ways as a means of understanding the similarities and differences among programs. Four basic groupings are used:

Location: Distinguishes school-age programs located in schools from those not located in schools.

Population: Programs are grouped by the size of the community in which they operate. Four population groupings are used - under 10,000, 10,000 to 99,999, 100,000 to 499,999 and Metropolitan Toronto (2 million plus).

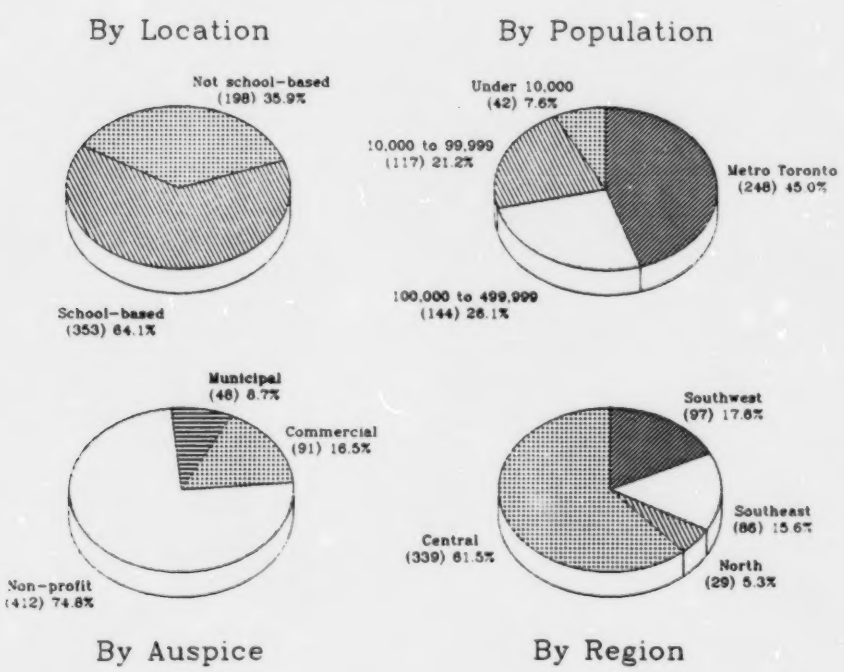
Auspice: Identifies programs by the type of organization licensed to operate the program. The "Commercial" category includes programs in which the licence is held by an incorporated commercial body or by an individual. The "Municipal" category includes programs operated by municipalities or Indian Bands. The "Non-profit" category which includes all remaining categories of licence holders, is the most diverse grouping. Non-profit encompasses programs operated by agencies which may run programs at several sites as well as programs operated at a single site by small child care organizations.

MCSS Region: Identifies the regional administrative division of the Ministry of Community and Social Services under which programs are licensed. Central Region includes Metropolitan Toronto, Mississauga and Barrie Area Offices. North Region includes Thunder Bay, Sudbury and North Bay Area Offices. Southeast includes Ottawa, Kingston and Peterborough Area Offices. Southwest includes Hamilton, Windsor, London and Waterloo Area Offices.

Chart 3.1 shows the number and proportion of programs in each of these groups, as a reference for future discussion.

Chart 3.1

## Number of School-age Programs




Number of Responses: 551
Missing Responses: 0

Chart 3.1 above illustrates that most (64.1%) school-age programs are located in schools and most (74.8%) are operated by non-profit organizations. The number of programs in Metropolitan Toronto, with a population of more than 2 million, is larger than the number of programs in any group of smaller centres. It follows that the Central Region, which contains Metropolitan Toronto, has the largest population and accounts for almost two-thirds of the school-age programs in the survey, although it is the smallest region in terms of geographic area.

Additional variations in the distribution of school-age programs are worth noting. Almost all school-based programs (90.7%) are non-profit, while less than half (46.5%) of the programs located outside schools are non-profit. The North Region has a higher proportion of municipal programs (31.0%) than the other regions, while the Southeast and Southwest have higher proportions of non-profit programs (82.6% and 84.5% respectively) than the Central or North Regions.

Among the non-profit programs, 45.4% are agency-operated. Population areas under 10,000 have the highest proportion of municipal programs (26.2%), while population areas of 10,000 to 99,999 have the highest proportion of non-profit programs (82.1%).

In the case of 26.3% of the programs it was unknown how long the current school-age program had been in operation. However, even allowing for this high non-response rate, Table 3.1 shows that there has been a large increase in school-age programs over the past five years; 300% from 1985-1989 over the previous five-year period.

**Table 3.1: Length of Time Current School-age Programs have been in Operation**

| Length of Time in Operation | Number of Programs Currently Operating | Percent of Programs Currently Operating |
|---|---|---|
| 20 years plus | 8 | 2.0% |
| 10 - 19 years | 58 | 14.3% |
| 5 - 9 years | 67 | 16.5% |
| less than 5 years | 272 | 67.2% |

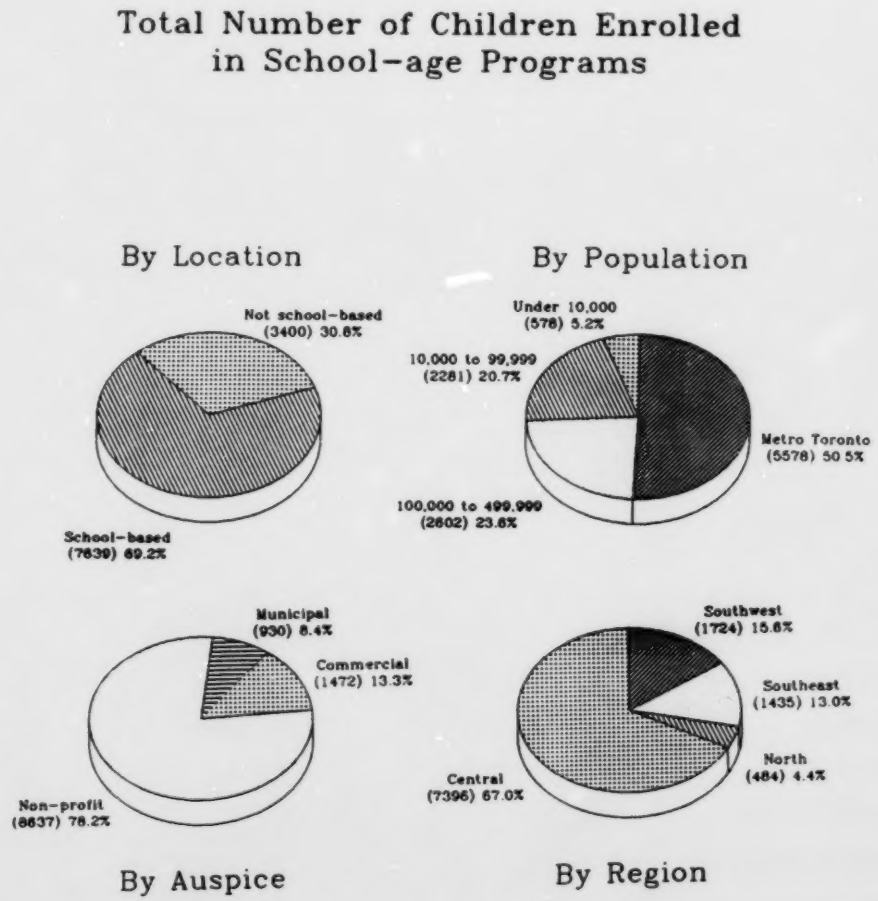
**Number of Responses: 405**

**Missing Responses: 146**

## CHILDREN IN SCHOOL-AGE PROGRAMS

As of May 1, 1989, more than 14,000 children were enrolled in school-age programs in Ontario. Chart 3.2 indicates the number and proportion of enrolled children by location, population, auspice and region. The chart is based on information from 548 programs which serve a total of 11,039 children.

Chart 3.2




Number of Responses: 548
Missing Responses: 3

Comparison of the distributions of programs and children reveals that while 64.0% of the programs are school-based, 69.2% of the children enrolled are in school-based programs. Similarly, although 74.8% of the programs are non-profit, 78.2% of the children enrolled are in non-profit programs and while Central Region accounts for 61.5% of the school-age programs, it has 67% of the children. These differences point to variations in the size of school-age programs as described on the following page.

**Size of School-age Programs**

The average number of children in programs is 20, while the most frequently-reported number (the mode) of children per program is 15. The average number of children per program is significantly[1] different in Toronto (22.5 children per program) than in smaller population centres (13.8 children per program).

The average number of children in non-profit programs, 21.2, is significantly different from the average number of children found in commercial programs, 16.4. Similarly, the average size of school-based programs (21.8 children) is significantly different from the average size of programs not based in schools (17.3 children).

Table 3.2 shows various categories of program size and the number of programs and children in each category:

**Table 3.2: School-age Programs and Children Enrolled by Program Size**

| Program Size | Percent/Number of Programs | Percent/Number of Children |
|---|---|---|
| 15 or fewer children | 40.5% (222) | 21.7% (2397) |
| 16 to 30 children | 47.3% (259) | 52.8% (5834) |
| 31 to 45 children | 8.8% (48) | 16.0% (1764) |
| 46 to 60 children | 3.1% (17) | 8.0% (879) |
| 61 to 75 children | 0.2% (1) | 0.6% (65) |
| 76 to 90 children | ---- | ---- |
| 91 to 105 children | 0.2% (1) | 0.9% (100) |

**Number of Responses: 548**

**Missing Responses: 3**

**Number of Children: 11,039**

While the smallest programs (15 or fewer children) represent 40.5% of the programs, they account for 21.7% of the children. Most children (52.8%) are in programs of 16 to 30 children. Only 12.2% of programs have more than 30 children, and these programs care for 25.4% of children.

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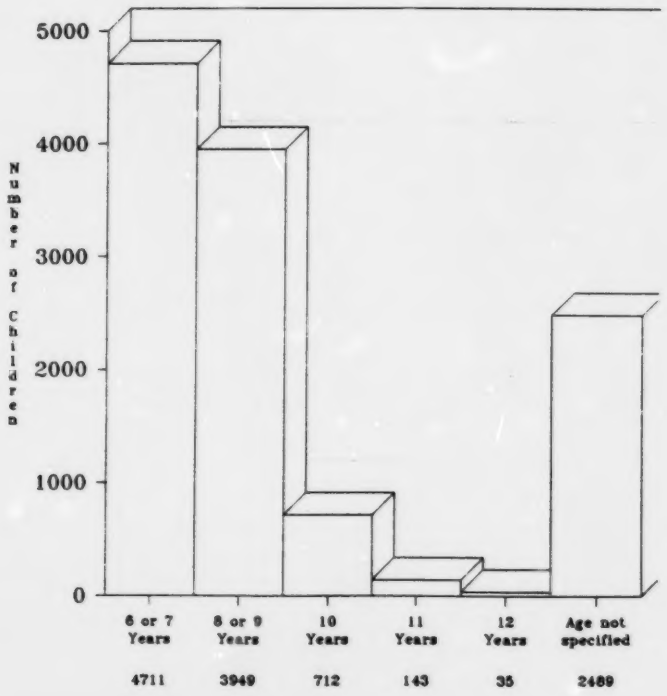
[1] Throughout this report differences are referred to as significant only if the probability of achieving such differences is determined to be .050 or less. For cross-tabulated categorical data, significance is tested using the chi-square statistic. For interval data, one-way analysis of variance and the F-ratio is used to test significance.

Almost half (46.4%) of the 372 programs serving younger children as well as children age 6 to 12, have 15 or fewer school-age children. In comparison, 28.2% of the 179 programs serving only children age 6 to 12, have 15 or fewer children. The majority (58.2%) of programs serving only children 6 to 12 years old have between 16 and 30 children.

Only 482 of the 551 programs responding were able to supply a breakdown of enrolled children by age group. Chart 3.3 indicates the ages of 9,550 of the 11,039 children enrolled in school-age programs responding to the survey.

Chart 3.3

Number of Children Enrolled
In School-age Programs
by Age Group




Number of Responses: 551
Missing Responses: 0 ( cf. 'Age not specified')

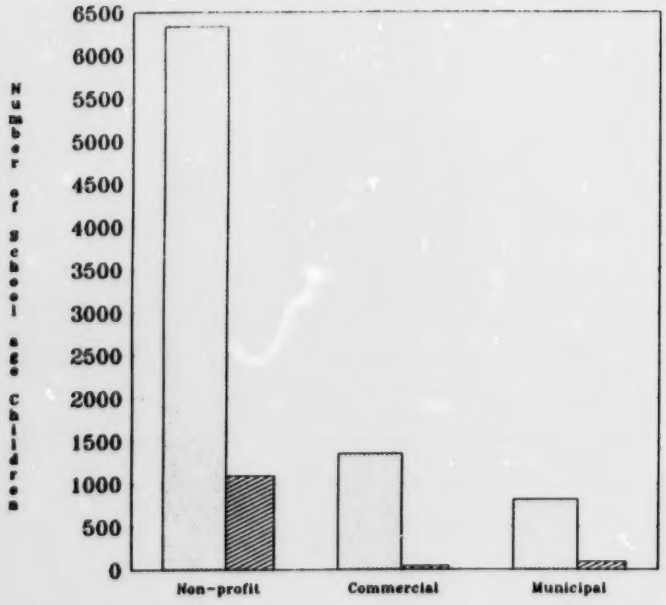
Of the programs reporting, 49.3% of the children in school-age programs are six or seven years old. Eight- and nine-year-olds account for 41.4% of the children in school-age programs. Ten-year-olds represent 7.5% of the children, while eleven- and twelve-year-olds represent 1.8%.

**Full-Time and Part-Time Enrollment**

The number of children enrolled five days a week (i.e. full-time) and the number enrolled fewer than five days a week (i.e. part-time) was not available from 55 programs. Consequently, accurate totals and proportions cannot be calculated. Nevertheless, the following charts (Chart 3.4 and Chart 3.5) allow cautious comparison of the number of children enrolled five days a week and fewer than five days a week, by auspice and region.

Chart 3.5

## Full and Part-time Enrollment in School-age Programs
by Auspice

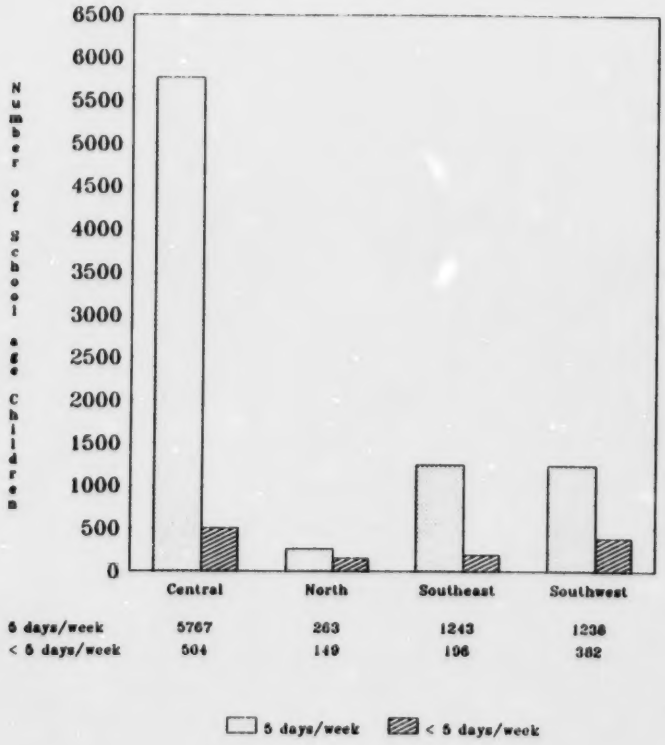



| | Non-profit | Commercial | Municipal |
|---|---|---|---|
| 5 days/week | 6337 | 1357 | 817 |
| < 5 days/week | 1095 | 44 | 92 |

Number of Responses: 496
Missing Responses: 55

Chart 3.4

## Full and Part-time Enrollment in School-age Programs
by Region




| | Central | North | Southeast | Southwest |
|---|---|---|---|---|
| 5 days/week | 5767 | 263 | 1243 | 1238 |
| < 5 days/week | 504 | 149 | 196 | 382 |

Number of Responses: 496
Missing Responses : 55

Enrollment in school-age programs leans heavily to the full-time or five days a week option. Almost all children enrolled in commercial programs (96.9%) are enrolled five days a week, as are children in non-profit programs (83.5%) and in municipal programs (89.9%). Examined by regions of the province, the North Region appears to have the smallest proportion of children (63.8%) enrolled five days a week and the Central Region has the largest proportion (92%).

**Service Flexibility**

Although a school-age program may offer a full range of services, families may wish to purchase only some of these services or may prefer to purchase care for fewer than five days per week. Table 3.3 indicates the number and proportion of school-age programs that permit fee-paying families a degree of flexibility in the number of services and amount of care which can be purchased.

**Table 3.3: School-age Programs with Flexibility in the Number of Services and Amount of Care Available to Fee-Paying Parents**

| | Number of Programs | Percent of Programs |
|---|---|---|
| Allows families to purchase some of the services available | 371 | 68.1% |
| Allows families to purchase care for fewer than five days per week | 352 | 64.6% |
| Allows families to purchase some services and care for fewer than five days per week | 317 | 58.2% |

**Number of Responses: 545**

**Missing Responses: 6**

Fifty-eight percent of all school-age programs indicate that they allow fee-paying parents flexibility in the types of services and amount of care that can be purchased by fee-paying parents. Parents receiving subsidy may have less flexibility; the types of services and amount of care that these parents may opt for may be established by the municipality as part of the subsidy arrangement. It is interesting to note that while over half of school-age programs report that fee-paying families have considerable flexibility, the enrollment figures indicate that 87.4% of children are attending full-time.

## SCHOOL-AGE PROGRAMS SERVING CHILDREN WITH SPECIAL NEEDS

The availability of services to children with special needs is an important concern in Ontario. A total of 303 school-age programs (53.3%) reported serving children with needs arising from diagnosed physical, behavioural or developmental conditions. The source of the diagnosis was not requested and programs may be grouping children formally diagnosed by medical, psychological or psychiatric practioners with children "diagnosed" by teachers and program staff. Table 3.4 presents the number of programs that serve children with special needs.

**Table 3.4: School-age Programs Serving Children with Various Special Needs**

| Condition | Number of Programs | Percent of Programs |
|---|---|---|
| Visual Impairment | 70 | 12.8% |
| Hearing Impairment | 50 | 9.1% |
| Mobility Restriction | 46 | 8.3% |
| Speech Impairment | 88 | 16.0% |
| Developmental Delay | 157 | 28.5% |
| Behavioural Problems | 221 | 40.1% |

**Number of Responses: 548**

**Missing Responses: 3**

Over one quarter (157) of the programs reported serving children with diagnosed developmental delays and fully 40.1% reported serving children with behavioural problems. While the caution regarding the source of the diagnosis must be born in mind, a considerable proportion of school-age programs are serving children with developmental delays and/or behavioural problems.

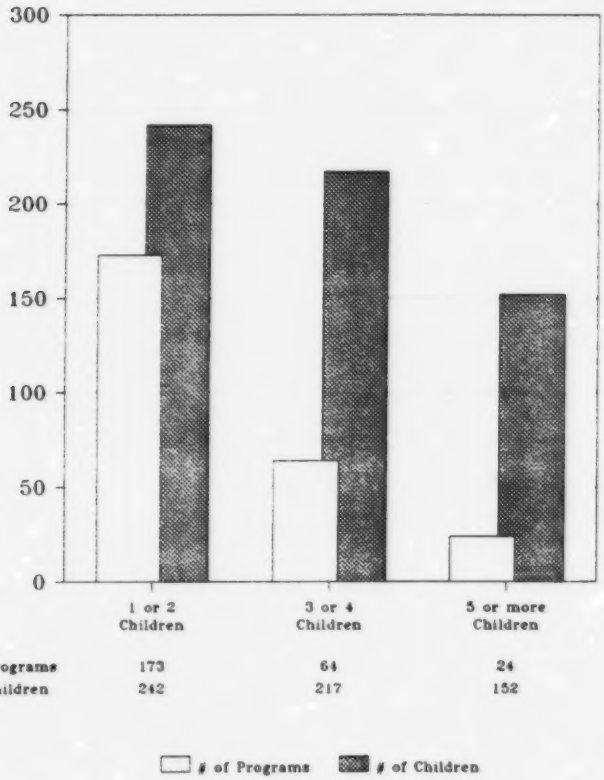
Of the 303 programs which indicated they had enrolled children with special needs, 261 indicated the number of these children, for a total of 611 children. The 611 children represent 5.5% of the 11,039 children enrolled in licensed school-age programs responding to the survey.

The integration of children with special needs into licensed child care programs is an area of considerable discussion and interest in child care. Chart 3.6 groups programs by the number of children with special needs and provides the number of children served in these programs.

While two-thirds of programs (66.3%) currently serving children with special needs have one or two children, programs with three or more children serve the majority (60.4%) of these children.

Chart 3.6

Number of School-age Programs
and Number of Special Needs Children




Number of Responses: 261
Missing Responses: 31

## LANGUAGES SPOKEN IN SCHOOL-AGE PROGRAMS

Given the increasingly multi-cultural nature of Ontario and the recognition of French as an official language in the province, programs were asked which languages are spoken between children and staff in the program. More than three quarters (77.5%) of the school-age programs report that English is the only language spoken between children and staff. Eight programs (1.5%) report that French is the only language spoken in the program. The remaining 21.0% of the programs report that English and/or French plus other languages are spoken between children and staff. The most common language other than English or French spoken in programs is Italian, followed by Chinese.

French and English are spoken in 13.1% of school-age programs.

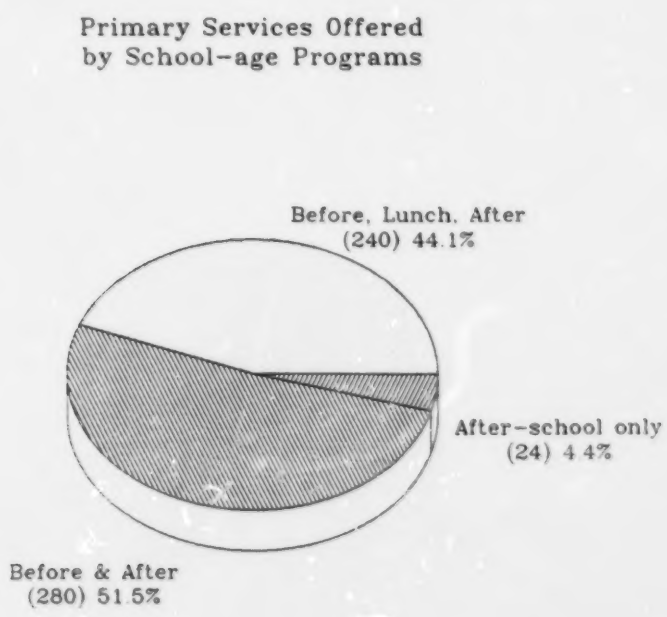
## SERVICES OFFERED BY SCHOOL-AGE PROGRAMS

School-age programs can be grouped into three categories, depending on the combination of services they provide daily:

- before-school, lunch-time and after-school care;
- before-school and after-school care; and
- after-school care only.

Almost all the school-age programs (544 of 551 programs) fall into one of these categories, as can be seen in Chart 3.7. Most programs (51.5%) offer before- and after-school care, with another 44.1% adding lunch-time care to this package.

Chart 3.7

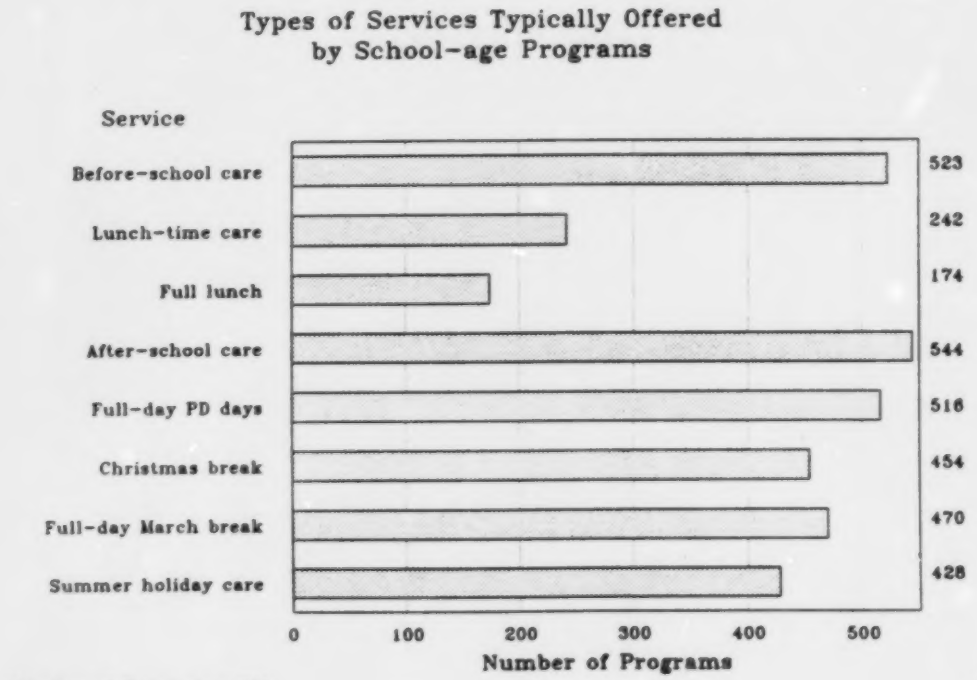



Number of Responses: 544
Missing Responses: 7

Examined by auspice, municipal programs are more likely than others to provide services to school-age children throughout the school-day. Three-quarters of the municipal programs (74.5%) offer care before school, at lunch and after school, while a majority of commercial and non-profit programs (50.0% and 55.3% respectively) offer care before and after school. Examined by the size of the surrounding population, most programs in Metropolitan Toronto (63.4%) offer care before school, at lunch and after school while most programs (60.0% to 66.7%) in centres in the three smaller population categories offer only before- and after-school care.

School-age programs may offer various services, such as care at lunch-time and during holidays to meet the needs of children and their families. Chart 3.8 reports the number and proportion of programs providing various services typically offered by school-age programs.

Chart 3.8




Number of Responses: 551
Missing Responses: 0

Less than half (43.9%) of the school-age programs provide lunch-time care, and less than one-third (31.6%) provide a full lunch to children in the school-age program. The proportion of programs offering lunch-time services may reflect the presence of staff paid by school boards to supervise children during the lunch period.

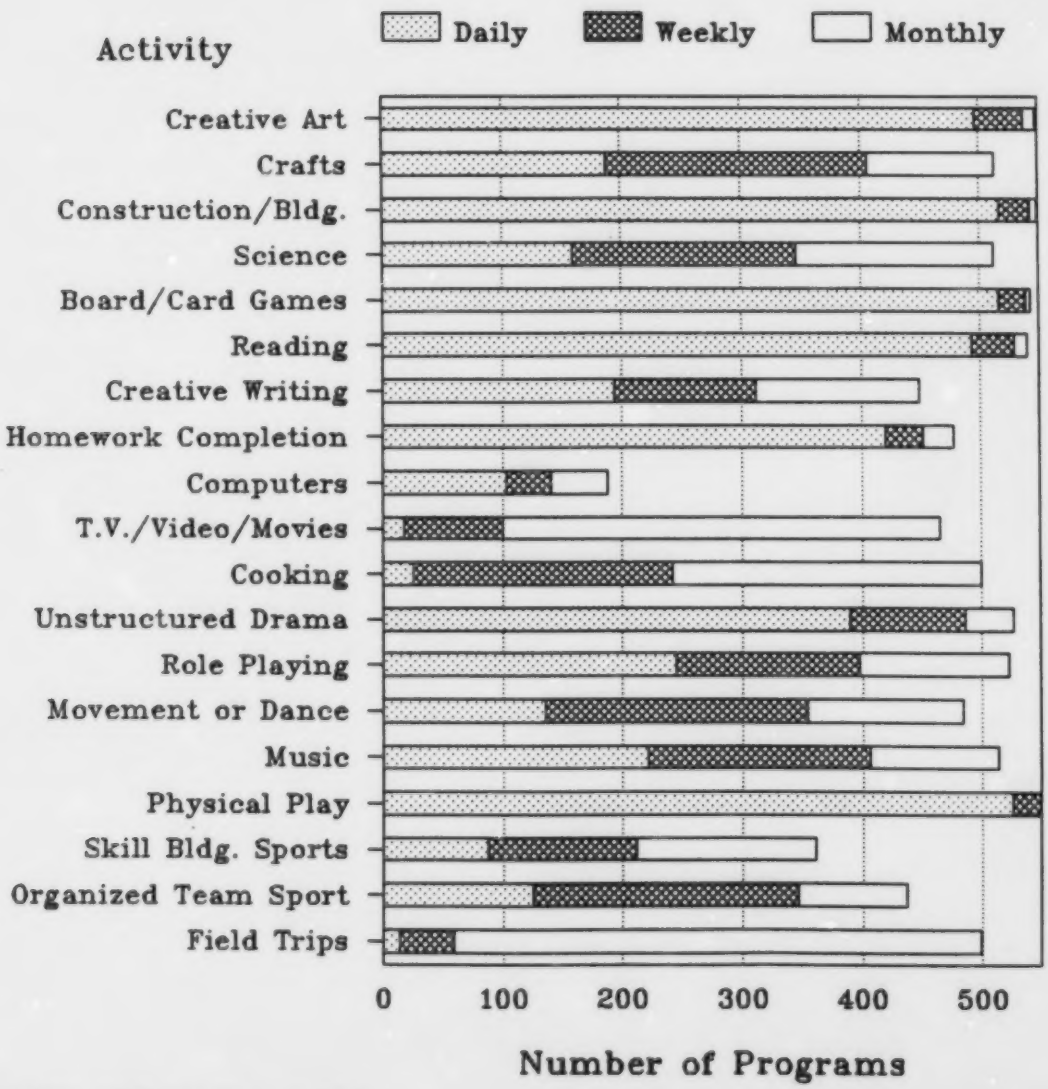
Among programs serving only children age 6 to 12, 39.7% provide lunch-time care and 21.8% provide a full lunch to school-age children. Among programs serving a wider age-range of children, 46.0% provide lunch-time care and 36.3% provide a full lunch. Programs serving only school-age children are less likely to provide a full lunch than programs serving a wider age-range of children.

## ACTIVITIES AVAILABLE IN SCHOOL-AGE PROGRAMS

The activities offered in programs should reflect in a concrete way the beliefs and principles that underlie child care for school-age children. Supervisors were asked to indicate the types of activities available in the program and how often they are available. Chart 3.9 summarizes the results. Weekly denotes activities offered at least once a week. Monthly denotes activities which are offered once a month or every few months.

Chart 3.9

### Activities Offered by School-age Programs Daily, Weekly & Monthly




Number of Responses: 549
Missing Responses: 2

At least three quarters of the programs offer the following activities daily:

- Creative art activities, e.g., painting, drawing (90.5%);
- Construction or building activities, e.g., hollow blocks, Lego, sand play (94.0%);
- Board or card games, puzzles (including word puzzles) (93.8%);
- Independent or small group reading (89.8%);
- Homework completion (76.5%); and
- Unstructured physically active play, e.g., climbing, running, swinging (95.6%).

At least one-third of the programs offered the following activities weekly:

- Craft activities e.g. sewing, carpentry (39.7%);
- Science activities/experiments (34.1%);
- Cooking, food preparation (39.5%);
- Movement or dance activities (39.7%);
- Music making appreciation or singing activities (33.7%); and
- Organized team sports, e.g. baseball, hockey (ice or floor), soccer (40.3%).

At least one-third of programs offer the following activities at least once a month:

- Television, video or movie watching (43.4%);
- Cooking, food preparation (35.2%); and
- Field trips (46.4%).

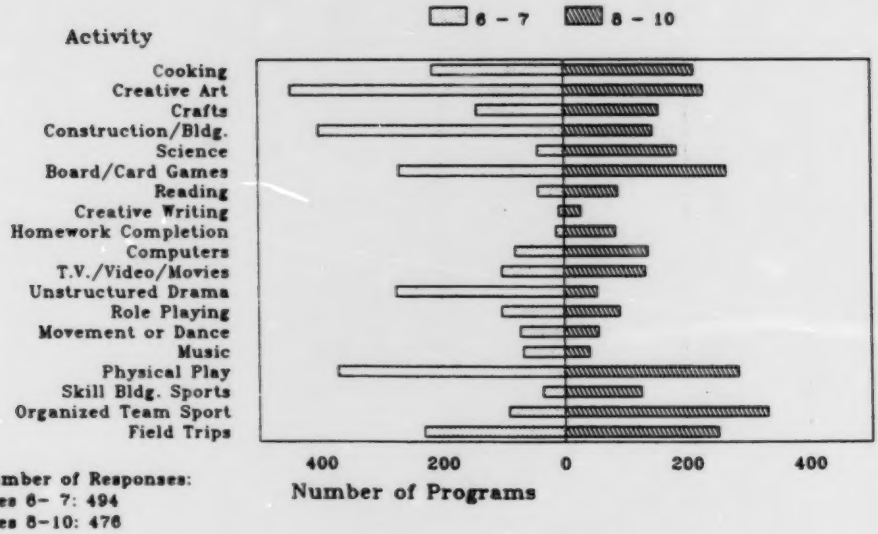
Two-thirds of the programs (65.2%) indicated that computer or electronic games operation is not available. Since almost two-thirds of all programs (64.0%) are based in schools and an increasing number of schools have such equipment, programs may not be gaining access to this equipment for after-school activities.

One-third (33.9%) of the programs do not offer organized, individual skill-building sports such as swimming, track and field or gymnastics. Furthermore, one-fifth (20.0%) do not offer organized team sports such as baseball, hockey or soccer. After computer or electronic games, these two structured sports activities are the least likely to be available in school-age programs.

Centre supervisors were asked to indicate the six activities most preferred by six- and seven-year-olds and the six activities most preferred by eight- to ten-year-olds. Chart 3.10 summarizes the results of the 494 supervisors who reported the preferences of six- and seven-year-olds, and the 476 supervisors who reported the preferences of eight- to ten-year-olds.

Chart 3.10

## Activities Preferred By Six to Seven and Eight to Ten Year Olds
### Ratings by Centre Supervisors




Number of Responses:
Ages 6- 7: 494
Ages 8-10: 476

According to the supervisors, the six activities most preferred by six- and seven-year-olds in descending order of preference are:

- creative art activities (90.7%);
- construction/building activities (81.4%);
- unstructured physically active play (75.3%);
- unstructured dramatic play or dress-up play (55.7%);
- board or card games, puzzles (54.7%); and
- field trips, excursions (46.4%).

For eight- to ten-year-olds, the six preferred activities in descending order of preference are:

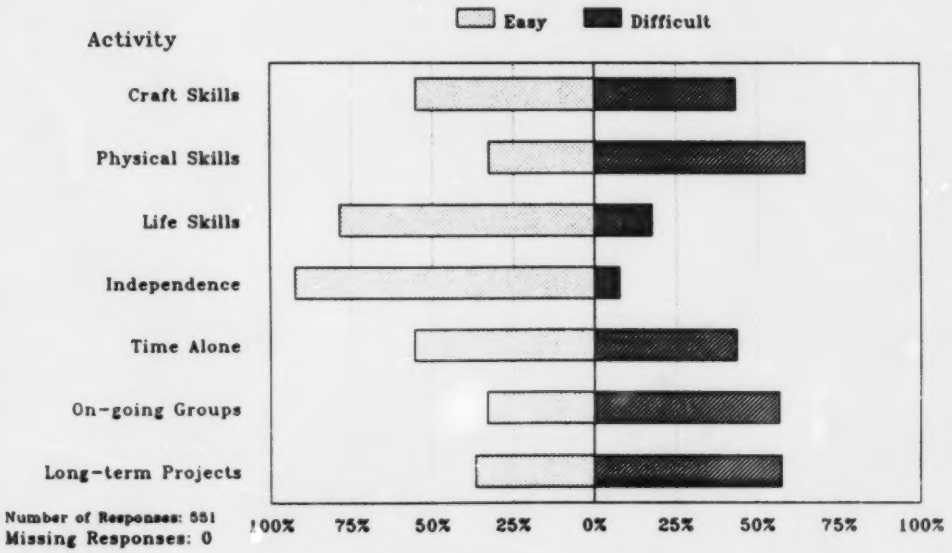
- organized team sports (69.7%);
- unstructured physically active play (59.9%);
- board or card games, puzzles (55.9%);
- field trips, excursions (52.9%);
- creative art activities (45.0%); and
- cooking, food preparation (45.0%).

As can be seen by the smaller proportion of programs selecting particular activities for eight- to ten-year olds, there appears to be less consensus on the activity preferences of this age group compared with the younger group. Nevertheless, the eight- to ten-year-olds seem to prefer activities which provide them with physical activity. Organized team sports topped the list of activities for this group, with 69.7% of the programs indicating team sports as a preferred activity. However, 20% of the programs do not offer this type of activity. Limited time for activities and lack of facilities and equipment may preclude organized team sports in many programs.

Activities which are complex or skill-oriented in nature can be more appealing to children of school-age but may be difficult to provide. Supervisors rated the ease and difficulty of providing certain categories of activities; the results are presented in Chart 3.11.

Chart 3.11

Ease / Difficulty of Providing
Activities in School-age Programs
Ratings by Centre Supervisors




Most programs (92.4%) report that it is easy to provide activities which promote independence. Activities which are on-going or long-term in nature are reported to be more difficult to provide.

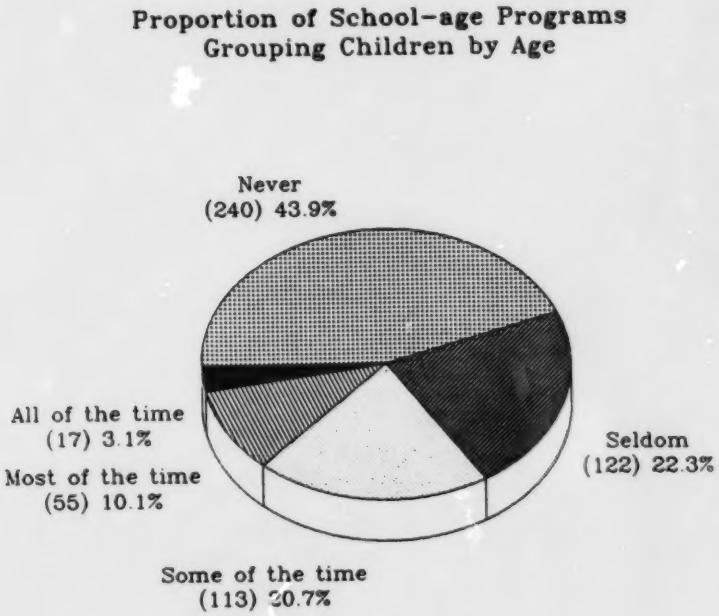
Among the 330 programs reporting no exclusive use of space, 61.8% rated the provision of on-going clubs or groups as relatively difficult or very difficult; 63.9% of these programs also rated the provision of long-term projects as relatively-difficult or very difficult. In contrast, 48.9% of the 221 programs with exclusive use of some space rated the provision of on-going clubs or groups as relatively or very difficult and 47.5% rated the provision of long-term projects as relatively or very difficult.

The most difficult activities to provide (reported as difficult by 64.6% of programs), are those which promote physical skill development such as swimming and skating. These activities are not provided by approximately one-third of the programs, and are reportedly preferred more by eight- to ten-year-olds than by six- and seven-year-olds. There is a wide-spread perception that school-age child care appeals less to children as they reach age nine and ten. The difference between activities available to these older children and the ones they are reported to prefer suggests a basis for this perception. The difficulty in mounting the preferred activities suggests that supervisors are faced with real dilemmas in making child care appealing to older school-age children.

## GROUPING OF CHILDREN

One way of meeting the diverse interests of children is to group them by age. When asked whether children are grouped by age in the program, 44% of programs indicated school-age children were never grouped by age and 22% indicated they were seldom grouped by age, as shown below.

Chart 3.12

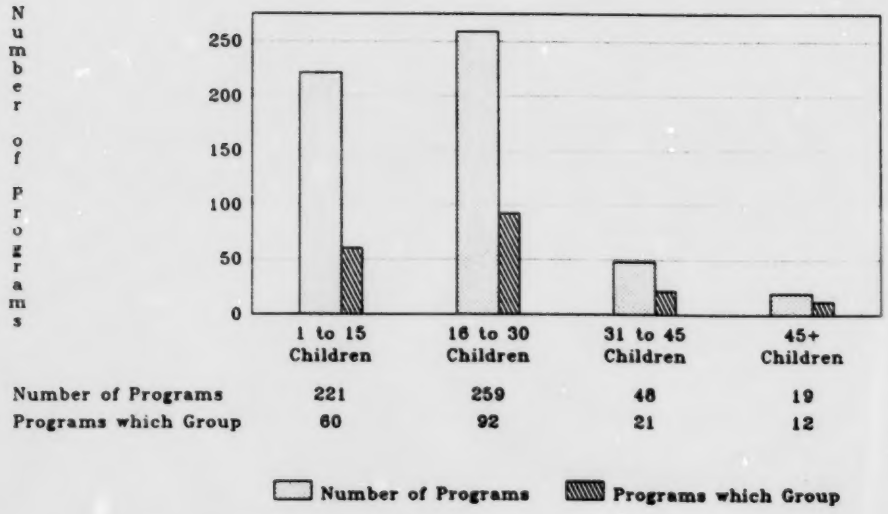



One-third (33.9%) of school-age programs group school-age children by age at least some of the time. Only 10.7% municipal or Indian Band programs group by age at least some of the time while approximately one-third of commercial and non-profit programs (35.6% and 36.1% respectively) group by age at least some of the time. Slightly less than one-third of programs not based in schools (29.6%) group school-age children by age at least some of the time, while slightly more than one-third (35.6%) of the school-based programs group school-age children by age at least some of the time. Of the programs that group school-age children by age, 53% group six- and seven-year olds together, and 60% group children eight years old and up together.

Chart 3.13 indicates that as program size increases, the proportion of programs grouping by age also increases. Of the programs with 1 to 15 children, 27.1% group children by age, compared with 35.5% of programs with 16 to 30 children, 43.7% with 31 to 45 children, and 63.2% of the programs with more than 45 children.

Chart 3.13

School-age Programs Grouping
Children by Age
by Program Size




| | 1 to 15 Children | 16 to 30 Children | 31 to 45 Children | 45+ Children |
|---|---|---|---|---|
| Number of Programs | 221 | 259 | 48 | 19 |
| Programs which Group | 60 | 92 | 21 | 12 |

Number of Responses: 548
Missing Responses: 3

## FEES

Fees for school-age programs, as for child care programs in general, can be difficult to compare in a meaningful way. The types of services offered by programs as well as the flexibility to purchase various service options can be quite varied and difficult to group into consistent categories. School-age programs were asked to indicate the daily fee for the maximum package of services available to children on a regular school day. That is, they were asked to indicate the total cost per day for:

- before-school care, if available, plus;
- lunch-time care, if available, plus;
- after-school care.

Tables 3.5, 3.6 and 3.7 illustrate the average daily fees charged by programs providing care before school, at lunch and after school; programs providing care before and after school; and programs providing care after school only.

An average daily fee of $13.20 was charged by programs providing before-school, lunch and after-school care, and an average of $9.30 was charged by programs providing before-school and after-school care. The average daily fee for programs providing after-school care only is $6.00. As might be expected, average daily fee differences among each of the three groups are significant.

**Table 3.5: Daily Fees in School-age Programs Providing Before, Lunch and After-School Care**

| $ | Number of Programs | Percent of Programs |
|---|---|---|
| 0 - 5 | 6 | 2.5% |
| 6 - 10 | 50 | 20.8% |
| 11 - 15 | 113 | 47.1% |
| 16 - 20 | 55 | 22.9% |
| more than 20 | 16 | 6.7% |

**Number of Responses: 240**
**Missing Responses: 0**

**Table 3.6: Daily Fees in School-age Programs Providing Before and After-School Care**

| $ | Number of Programs | Percent of Programs |
|---|---|---|
| 0 - 5 | 12 | 54.3% |
| 6 - 10 | 203 | 72.5% |
| 11 - 15 | 43 | 15.4% |
| 16 - 20 | 16 | 5.7% |
| more than 20 | 6 | 2.1% |

**Number of Responses: 280**
**Missing Responses: 0**

**Table 3.7: Daily Fees in School-age Programs Providing After-School Care Only**

| $ | Number of Programs | Percent of Programs |
|---|---|---|
| 0 - 5 | 15 | 62.5% |
| 6 - 10 | 7 | 29.1% |
| 11 - 15 | 0 | - |
| 16 - 20 | 1 | 4.2% |
| more than 20 | 1 | 4.2% |

**Number of Responses: 24**

**Missing Responses: 0**

Tables 3.8 and 3.9 present the average daily fees, the mode and the range of fees for before-, lunch and after-school programs and for before- and after-school programs by location, population, auspice and region.

Since only 24 programs offer after-school care only, this grouping has not been included in the tables.

Examination of fees by population indicates that average daily fees for programs offering before-, lunch and after-school as well as for before- and after-school programs are higher in Metropolitan Toronto than in the other three population groupings. Since Metropolitan Toronto dominates Central Region, average daily fees in Central Region are higher than in the other three MCSS Regions.

Examination of fees by auspice indicates that the average daily fee for before-school, lunch and after-school care is higher in commercial program than in non-profit or municipal programs. Average daily fees for before-and after-school care are higher in commercial programs than in non-profit programs.

Average daily fees for before-school, lunch and after-school care as well as before- and after-school care are lower in school-based programs than in programs not based in schools.

The differences in fees by population, auspice and location noted above are statistically significant.

Average daily fees for before-school, lunch and after-school care in programs serving only children age 6 to 12 years are $12.50 compared to $13.50 in programs serving a wider age-range. Programs serving only children age 6 to 12 also have a lower average daily fee for before- and after-school care, $8.90, compared to $9.50 in programs serving a wider age-range of children.

**Table 3.8: Daily Fees for School-age Programs Providing Before-, Lunch and After-School Care by Population, by Auspice, by Location and by Region**

| Population | Range ($) | Mean ($) | Mode ($) |
|---|---|---|---|
| under 10,000 | 0.00 - 10.80 | 7.30 | - (N = 9) |
| 10,000 - 99,999 | 3.50 - 17.00 | 9.80 | 9.60 (N = 28) |
| 100,000 - 499,999 | 5.00 - 20.20 | 10.80 | 10.20 (N = 47) |
| Metropolitan Toronto | 5.00 - 30.00 | 14.90 | 13.50 (N = 155) |
| **Auspice** | | | |
| Non-profit | 3.50 - 27.60 | 12.10 | 13.50 (N = 160) |
| Commercial | 5.00 - 30.00 | 16.40 | 24.00 (N = 44) |
| Municipal | 0.00 - 16.00 | 14.00 | 16.00 (N = 35) |
| **Location** | | | |
| School-based | 7.50 - 27.60 | 12.50 | 13.50 (N = 149) |
| Not school-based | 0.00 - 30.00 | 14.30 | 16.00 (N = 90) |
| **Region** | | | |
| Central | 5.00 - 30.00 | 14.60 | 13.50 (N = 169) |
| North | 3.50 - 16.50 | 9.90 | 3.50 (N = 8) |
| Southeast | 0.00 - 16.00 | 9.60 | 9.60 (N = 32) |
| Southwest | 5.00 - 18.80 | 10.10 | 10.20 (N = 30) |

**Table 3.9: Daily Fees for School-age Programs Providing Before- and After-School Care by Population, by Auspice, by Location and by Region**

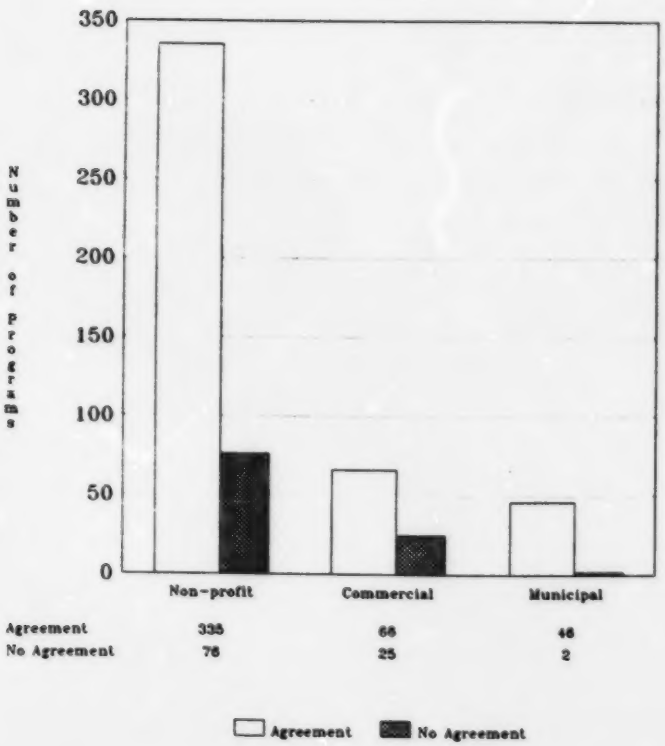
| Population | Range ($) | Mean ($) | Mode ($) |
|---|---|---|---|
| under 10,000 | 2.50 - 10.80 | 7.80 | 7.50 (N = 24) |
| 10,000 - 99,999 | 2.50 - 18.00 | 8.60 | 8.50 (N = 78) |
| 100,000 - 499,999 | 1.75 - 21.60 | 8.70 | 7.25 (N = 90) |
| Metropolitan Toronto | 6.00 - 22.00 | 10.80 | 8.75 (N = 84) |
| **Auspice** | | | |
| Non-profit | 1.75 - 20.00 | 8.70 | 8.50 (N = 221) |
| Commercial | 6.00 - 22.00 | 11.70 | 9.00 (N = 45) |
| Municipal | 6.75 - 21.60 | 10.30 | 9.50 (N = 10) |
| **Location** | | | |
| School-based | 2.50 - 20.00 | 8.80 | 7.25 (N = 181) |
| Not school-based | 1.75 - 22.00 | 10.10 | 6.00 (N = 95) |
| **Region** | | | |
| Central | 1.75 - 22.00 | 10.10 | 8.47 (N = 157) |
| North | 2.50 - 18.00 | 7.40 | 8.00 (N = 17) |
| Southeast | 2.50 - 15.60 | 8.40 | 6.00 (N = 45) |
| Southwest | 4.00 - 21.60 | 8.10 | 7.25 (N = 57) |

## SUBSIDY

With an average daily fee of $13.20 for before-school, lunch and after-school programs and $9.30 for before-school and after-school programs, subsidy plays a key role in making school-age child care accessible. Most school-age programs (81.2%) have agreements with municipalities or the provincial government to provide subsidized care for school-age children. Charts 3.14 and 3.15 indicate the proportion and number of programs with agreements, by auspice and region.

Chart 3.14

School-age Programs with Subsidy Agreements by Auspice



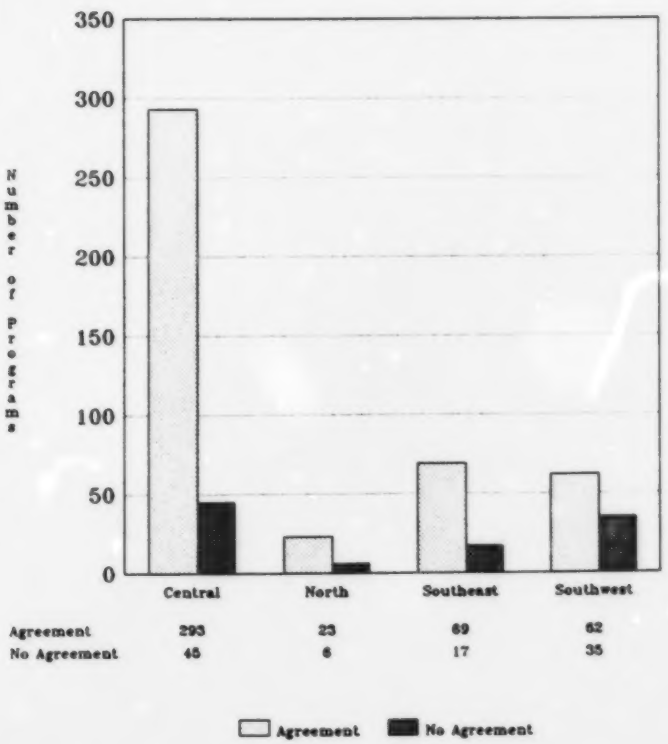

Number of Responses: 550
Missing Responses: 1

Almost all (95.8%) the municipal and Indian Band programs have subsidy agreements, compared with 81.5% of non-profit programs and 72.5% of the commercial programs.

Approximately 80% of programs in each MCSS Region except the Southwest have subsidy agreements. In the Southwest Region, 63.9% of programs report having subsidy agreements.

Chart 3.15

School-age Programs with
Subsidy Agreements
by Region




Number of Responses: 550
Missing Responses: 1

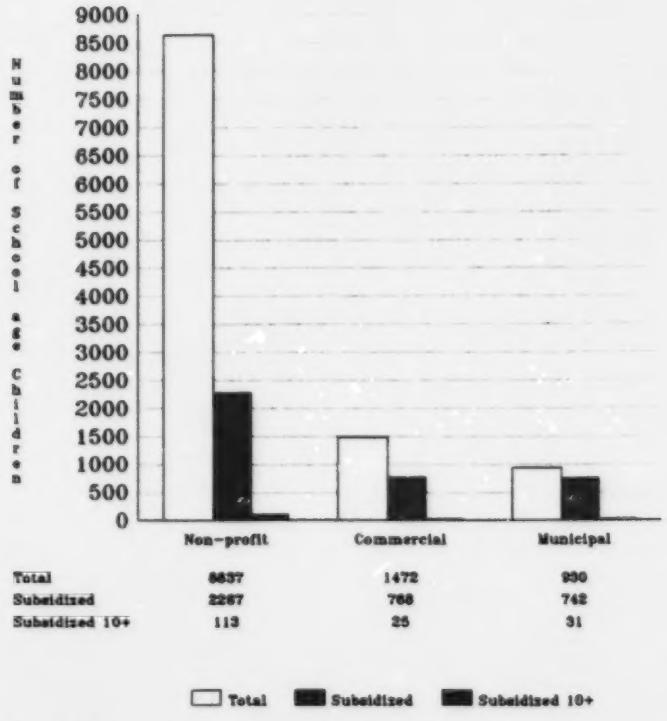
Of the total 10,180 children in programs providing information on the number of subsidized children in the program 3,777 children (37.1%) were subsidized.

Charts 3.16, 3.17 and 3.18 indicate the number of school-age children, the number receiving subsidy and the number aged 10 and over receiving subsidy in programs grouped by auspice, region and location.

As might be expected, 79.8% of the children in municipal programs are subsidized, compared with 49.2% of the children in commercial programs and 26.2% in non-profit programs. The number of subsidized children was not available for 52 programs, 48 of which are non-profit programs not based in schools. The number and proportion of subsidized children in non-profit programs and in programs not based in schools are therefore underestimated. Nevertheless, it appears that non-profit programs have the lowest proportion of children receiving subsidy. Also, it appears that school-based programs have a lower proportion (27.8%) of subsidized children than have programs based outside schools (48.7%). Roughly one-quarter of the children in the North, Southeast and Southwest Regions are subsidized (28.7%, 27.7%, 22.2% respectively) while over one-third (38.6%) of the children in Central Region are subsidized.

Chart 3.16

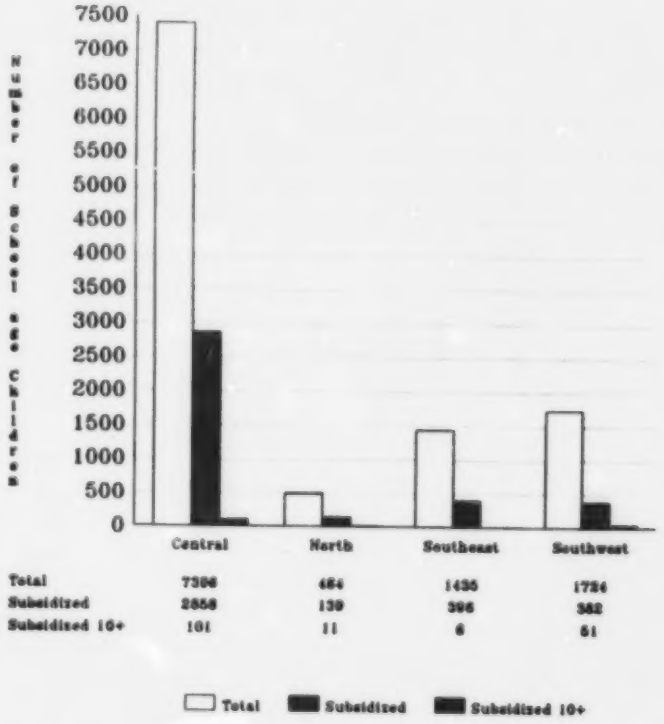
**Number of Children, of Subsidized Children and of Subsidized Children Aged 10+, by Auspice**




**Number of Responses-Total: 448**
**Number of Responses-Subsidized: 396**
**Number of Responses-Subsidized 10+: 383**

Chart 3.17

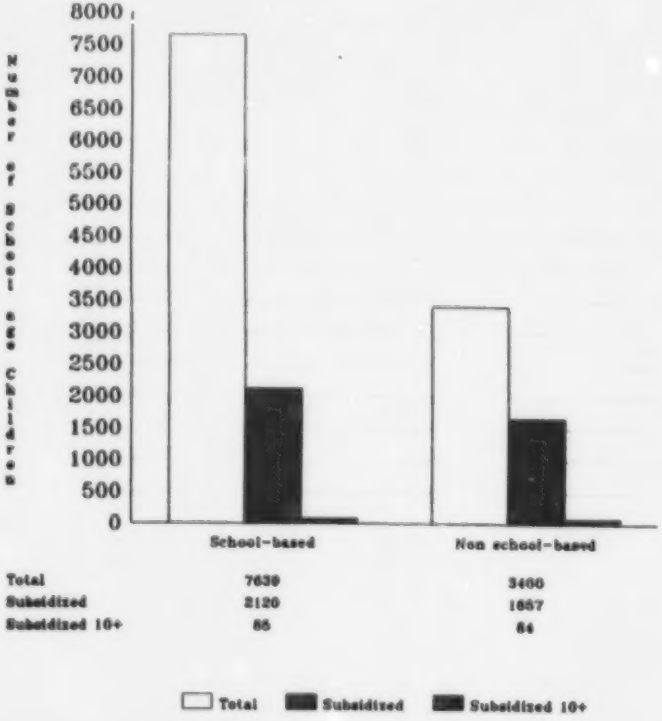
## Number of Children, of Subsidized Children and of Subsidized Children Aged 10+, by Region




Number of Responses-Total: 448
Number of Responses-Subsidized: 396
Number of Responses-Subsidized 10+: 383

Chart 3.18

## Number of Children, of Subsidized Children and of Subsidized Children Aged 10+, by Location




Number of Responses-Total: 448
Number of Responses-Subsidized: 396
Number of Responses-Subsidized 10+: 383

As new legislation is considered, there is increasing interest in the extent to which children aged ten and over are receiving subsidy. A minimum of 169 children aged ten and over (1.7% of the children enrolled in programs responding to the survey) were receiving subsidy as of May 1, 1989. Since 64 programs did not provide figures, the actual number of children aged 10 and over on subsidy may be somewhat higher.

## CHILD-STAFF RATIOS AND GROUP SIZES

Programs were asked the child-staff ratio when all enrolled children are present. On average, there are 11.1 children to one staff member in school-age programs; the most frequently reported ratio (the mode) is 10 to 1. Examined by auspice, non-profit programs report an average ratio of 10.8 to 1, commercial programs report 11.3 to 1 and municipal programs report 12.9 to 1. The average child-staff ratio is significantly different between municipal programs and both commercial and non-profit programs. Commercial and municipal programs most frequently report a ratio of 15 to 1 while non-profit programs most frequently report a ratio of 10 to 1.

Examined by location, no significant differences exist between the average child staff ratio in school-based programs (11.0 to 1) and the ratio in programs not located in schools (11.2 to 1). The modal ratio for school-based programs is 10 children to 1 staff in comparison to the modal ratio of 15 to 1 in programs not located in schools.

Centre supervisors were asked their opinions regarding the current ratio of 15 children to one staff member with a maximum group size of 30 children. The supervisors were asked whether they believed the ratio allowed for safe monitoring of outdoor play, staff flexibility, and other aspects of the program. The following table presents the number and proportion of supervisors who indicated that the current ratio allows for each program aspect listed. Supervisors are grouped by program auspice.

**Table 3.10: Centre Supervisors in School-age Programs who Indicate The 15 to 1 Ratio Allows for Various Program Aspects by Auspice**

| | Total | Non-profit | Commercial | Municipal |
|---|---|---|---|---|
| Safe indoor supervision | 76.6% (422) | 75.5% (311) | 87.9% (80) | 64.6% (31) |
| Safe monitoring of outdoor play | 58.8% (324) | 56.8% (234) | 75.8% (69) | 43.8% (21) |
| Sufficient variety in activities offered to children | 66.4% (366) | 64.8% (267) | 80.2% (73) | 54.2% (26) |
| Staff to be responsive to the individual needs of children | 47.9% (264) | 45.6% (188) | 63.7% (58) | 37.5% (18) |
| Children to have sufficient choice in daily activities | 69.9% (385) | 68.2% (281) | 82.4% (75) | 60.4% (29) |
| Staff flexibility in developing and delivering the program | 55.2% (304) | 51.9% (214) | 78.0% (71) | 39.6% (19) |

**Number of Responses: 551**
**Missing Responses: 0**

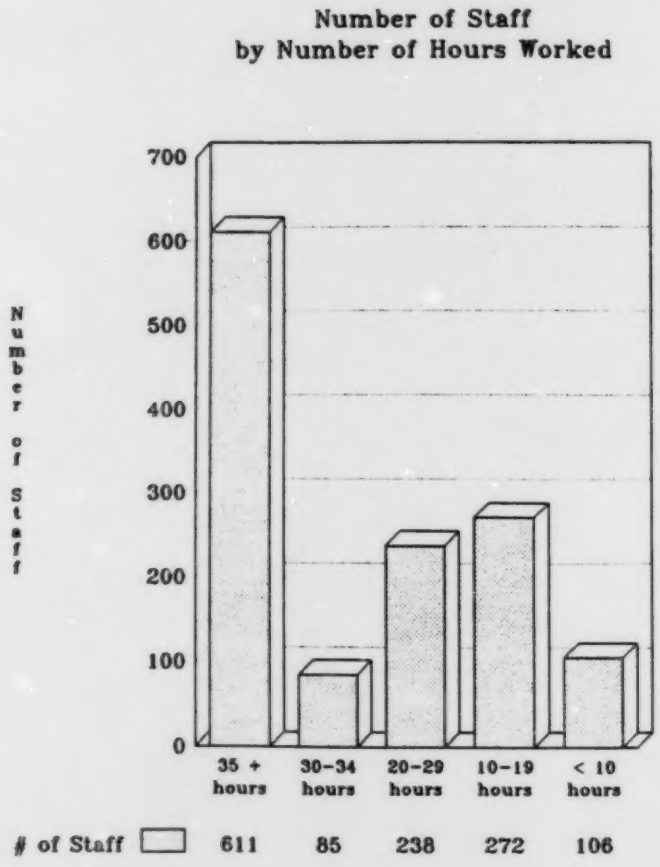
Supervisors in commercial programs are consistently the most likely to find that the current ratio of 15 to 1 allows for each of the selected program aspects. Supervisors in municipal or Indian Band programs are consistently the least likely to find that this ratio allows for each of the selected program aspects. This variation is statistically significant for each of the selected aspects. It is also worth noting that, regardless of auspice, centre supervisors are least likely to find that the ratio allows staff to be responsive to the individual needs of children. A majority of supervisors regardless of auspice, find that the existing ratio does allow for safe indoor supervision, safe monitoring of indoor play, sufficient variety in activities offered, and children to have sufficient choice in the daily activities.

## 4.0 STAFFING OF SCHOOL-AGE PROGRAMS

Attracting and retaining qualified staff is an issue for child care programs in general and for school-age programs in particular, since the nature of care for school-age children often results in working conditions which are viewed as unattractive. Supervisors were asked a series of factual questions about the numbers of staff, qualifications and experience of staff and professional development opportunities. Opinion questions on the relevancy of various qualifications and the severity of problems recruiting and retaining staff were also asked.

From the responses of supervisors, 1,347 paid staff work in 536 school-age programs in Ontario. Among these 536 programs, the number of staff per program ranges from 1 to 10 with an average of 2.5 staff. Programs most frequently reported 2 staff per program. Chart 4.1 reports the number of staff regularly working 35 hours per week or more and the number working fewer hours. Since 35 programs did not provide a breakdown of staff by number of hours worked per week, the chart is based on 1,312 staff in 501 programs.

Chart 4.1




Number of Responses: 501
Missing Responses: 50

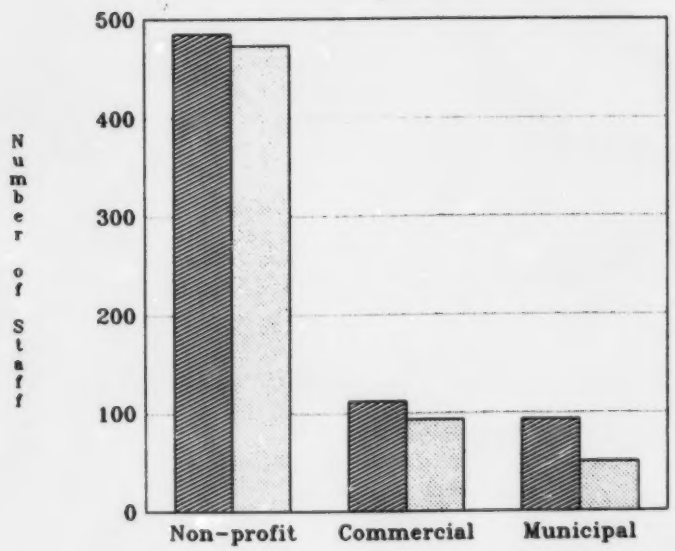
Just over half of the staff in school-age programs (53.1%) work what could liberally be considered as full-time, that is, 30 hours or more per week. Another 29.0% regularly work fewer than 20 hours per week, which would translate into four hours or less per work day.

**Full-Time and Part-Time Staff**

Chart 4.2 indicates the numbers of staff working full-time and part-time in school-age programs by auspice. Staff regularly working 30 hours or more per week are classed as full-time and those regularly working fewer than 30 hours per week are considered part-time. Once again, the number of staff in this table does not total 1,347, since data were not available from some programs.

Chart 4.2

**Number of Staff Working**
**Full / Part-time**
**by Auspice**




| | Non-profit | Commercial | Municipal |
|---|---|---|---|
| Full-Time | 485 | 112 | 93 |
| Part-Time | 473 | 93 | 50 |

Full-Time Part-Time

Number of Responses: 501
Missing Responses: 50

The greater proportion of staff in municipal programs working full time is immediately evident; 65.0% of staff in municipal programs work full time versus 50.6% in non-profit and 54.6% in commercial. These differences are statistically significant. Staff in municipal programs are more likely to be able to work throughout the day than staff elsewhere because a greater proportion of municipal programs provide before-school care, lunch-time care and after-school care.

A majority (64.8%) of staff in programs serving only children age 6 to 12 years old work part-time. In contrast, 39.8% of the staff in programs serving a wider age-range of children work part-time and 60.2% work full-time.

Tables 4.1, 4.2 and 4.3 report the proportion of programs with no full-time staff by auspice, by location and by age-range of children.

**Table 4.1: School-age Programs with No Full-Time Staff, by Auspice**

| Total | Commercial | Municipal | Non-Profit |
|---|---|---|---|
| 26.1% | 32.2% | 6.3% | 27.2% |
| (132) | (29) | (3) | (100) |

**Number of Responses: 505**

**Missing Responses: 46**

**Table 4.2: School-age Programs with No Full-Time Staff, by Location**

| Total | School-Based | Not School-Based |
|---|---|---|
| 26.1% | 33.6% | 15.9% |
| (132) | (101) | (31) |

**Number of Responses: 505**

**Missing Responses: 46**

**Table 4.3: School-age Programs with No Full-Time Staff, by Age-Range of Children Served**

| Total | Programs Serving only Children age 6 to 12 years | Programs Serving Younger Children as well as Children age 6 to 12 years |
|---|---|---|
| 26.1% | 45.8% | 18.5% |
| (132) | (65) | (67) |

**Number of Responses: 505**

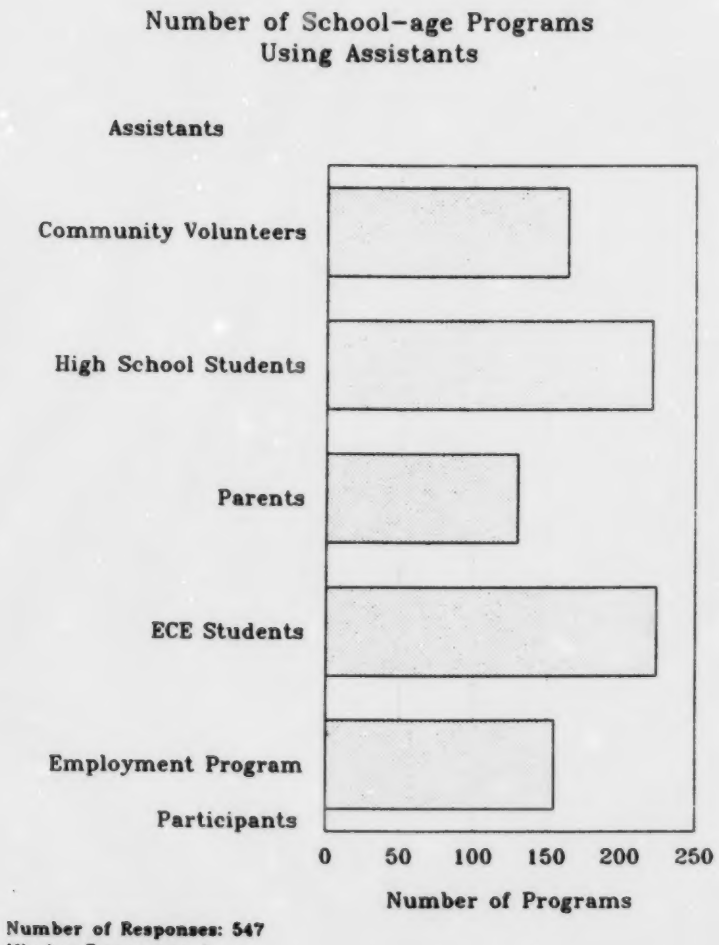
**Missing Responses: 46**

The differences in proportion of non full-time staff in school-age programs apparent in Tables 4.1 to 4.3 can be largely attributed to agency-operated programs. These programs tend to be non-profit, school-based and serve only children age 6 to 12 years. Slightly less than half (46.5%) of the 142 agency-operated programs for which data was available have no full-time staff.

**Program Assistants**

Assistants are used to supplement the paid staff and enrich programming in 77.5% of the school-age programs. Chart 4.3 indicates the number and proportion of programs making use of the various types of assistants.

Chart 4.3




Number of Responses: 547
Missing Responses: 4

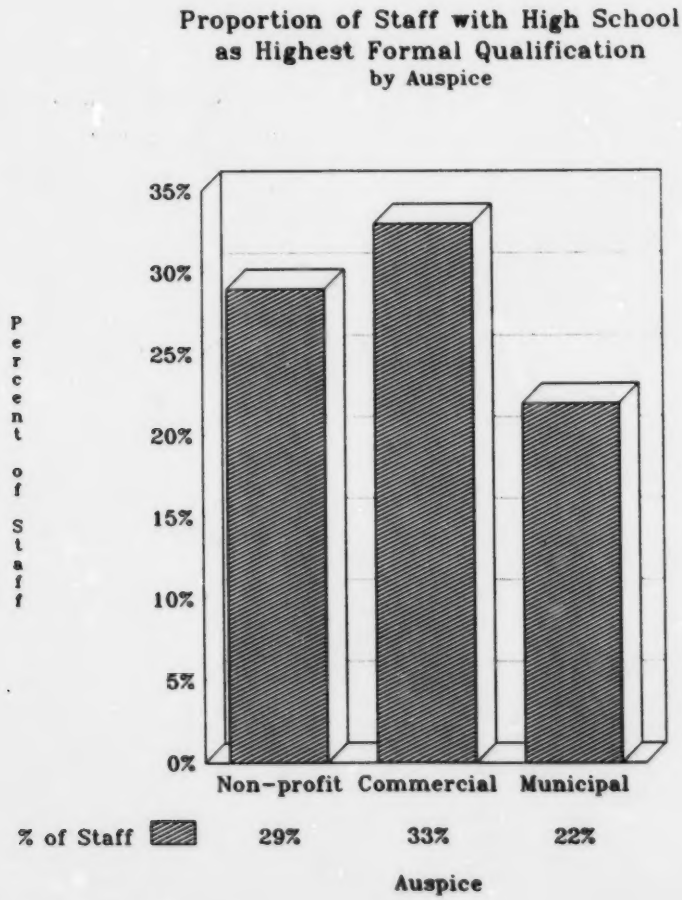
Early Childhood Education (ECE) students and high school students in co-op programs are the unpaid assistants most frequently reported by school-age programs; 40.9% of the programs use ECE students, 40.4% use students in high school co-op programs and 23.8% use parents.

**Staff Qualifications**

Staffing school-age programs with fully qualified personnel is widely known to be a problem. The Day Nurseries Act stipulates that for a group of 16 to 30 school-age children, two adults must be present and one must have an Early Childhood Education (ECE) diploma or equivalent. The legislation does allow a Director under the Day Nurseries Act to "otherwise approve" suitable persons for a specific position when fully qualified staff cannot be found.

Staff qualifications are thought to have a direct bearing on the quality of care offered in child care programs. Supervisors were asked to indicate the number of paid staff who have some high school credits or a high school diploma as their highest level of formal education, and to indicate the number of staff with ECE training or other formal qualifications. A total of 389 staff in 536 school-age programs, or 28.9% of the 1,347 staff, in these programs have some high school credits or a high school diploma as their highest level of formal education. Chart 4.4 allows comparison across auspice of the proportion of staff with high school as the highest formal qualification.

Chart 4.4




Number of Responses: 536
Missing Responses: 15

Commercial programs have the highest proportion of staff (33.2%) with high school as the highest formal qualification, while municipal programs have the lowest proportion (21.6%). Among non-profit programs, 36.0% of staff in agency-operated programs have high school as the highest formal qualification. This compares to 24.8% for all other non-profit programs.

The differences in staff qualifications between the agency-operated and the other non-profit programs may be explained by the delivery model adopted by the agency. The majority (65.8%) of the 187 agency-operated programs serve only children 6 to 12 years old. This model of program operates for comparatively brief periods of time at either end of the school day. These hours of operation are not attractive to many fully qualified staff but are attractive to university or college students or homemakers looking for part-time work. In programs that serve a wider age-range, the school-age staff can be employed full-time by working part of the day in the school-age program and part of the day in the pre-school program. The programs serving a wider age-range are more likely to attract qualified early childhood educators.

Of the 120 programs with only one staff person, 23 report that the highest level of formal education for that staff person is some high school or a high school education. In these programs, the staff person would have been approved by the Director of Day Nurseries.

Table 4.4 presents the number and proportion of staff having various qualifications. These figures include staff whose highest formal qualification is high school and who have taken some courses in ECE. Since staff may have more than one qualification, the percentages do not total to 100 percent.

**Table 4.4: Qualifications of Staff in School-age Programs**

| | Number of Staff | Percent of Staff |
|---|---|---|
| High school only | 383 | 28.9% |
| Some courses toward Early Childhood Education | 195 | 14.7% |
| Early Childhood Education Diploma/Degree | 425 | 32.1% |
| Diploma or Degree in Recreation or Physical Education | 118 | 8.9% |
| Teacher's Certificate | 66 | 5.0% |
| University Degree other than in Early Childhood Education, Physical Education or Teaching | 132 | 9.9% |
| Community College Diploma other than Early Childhood Education | 39 | 2.9% |
| Other Post-Secondary Training, eg., Certificates, etc. | 17 | 1.3% |

**Number of Responses: 527 programs with 1,326 staff**

**Missing Responses: 24**

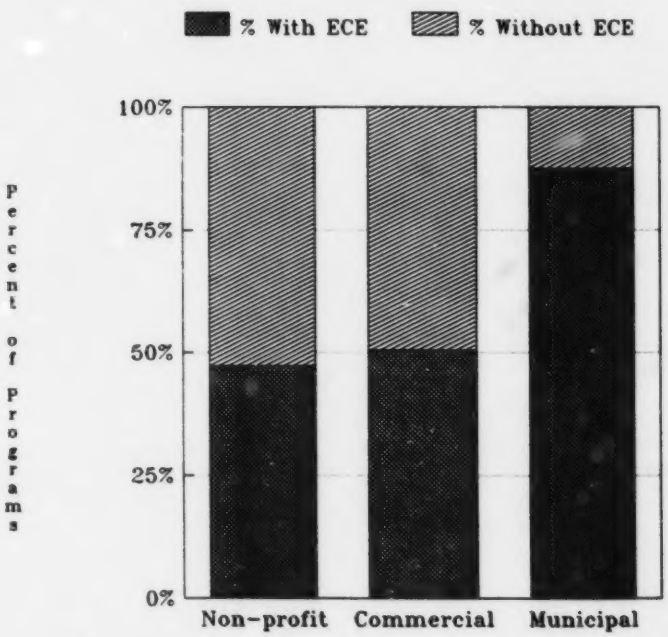
About one-third of staff (32.1%) have an ECE diploma or degree and another 14.7% have some courses in ECE. Approximately 10% of staff in school-age programs have a university degree other than ECE, Physical Education or Teaching.

Chart 4.5 presents the proportion of programs that have at least one staff with an ECE diploma by auspice. Municipal programs are the most likely to have at least one staff with an ECE (87.5%). Approximately one half (52.8%) of non-profit and commercial programs (49.5%) have no staff with an ECE working in their school-age programs. These differences are statistically significant.

Among non-profit programs, 20.6% of the agency-operated programs have at least one staff with an ECE. This compares to 66.8% among other non-profit programs with at least one staff with an ECE. The difference between agency-operated programs and other non-profit programs are statistically significant.

Chart 4.5

**School-age Programs**
**With and Without ECE Staff**
**by Auspice**



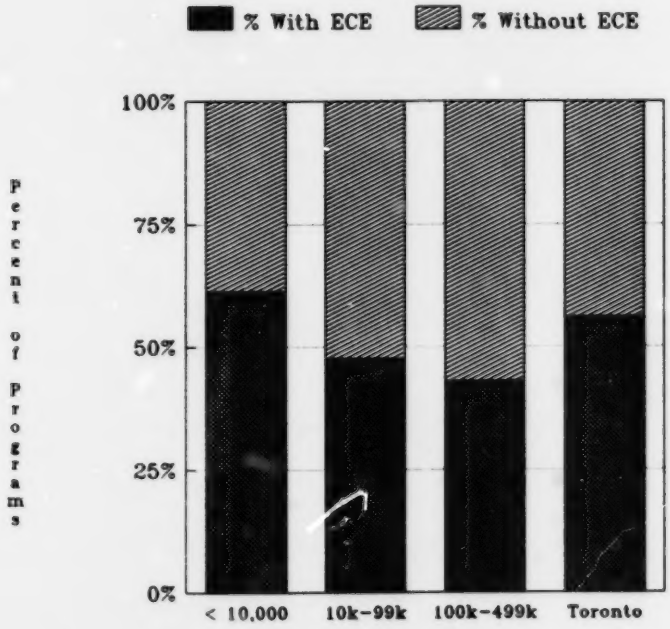

| | Non-profit | Commercial | Municipal |
|---|---|---|---|
| % Without ECE | 52.8 | 49.5 | 12.5 |
| % With ECE | 47.3 | 50.5 | 87.5 |

Number of Responses: 527
Missing Responses: 24

Chart 4.6 presents the proportion of programs by population area which have at least one staff with an ECE.

Chart 4.6

**School-age Programs**
**With and Without ECE Staff**
**by Population**




| | < 10,000 | 10k-99k | 100k-499k | Toronto |
|---|---|---|---|---|
| % Without ECE | 38.6 | 52.4 | 57 | 43.9 |
| % With ECE | 61.4 | 47.6 | 43 | 56.1 |

**Number of Responses: 527**
**Missing Responses: 24**

Programs in smaller population centres have the highest proportion of programs in which at least one staff has an ECE. The differences in this chart are statistically significant.

It should be noted that it is not possible to provide a breakdown of the number of full-time and part-time staff with an ECE. It is distinctly possible that a higher proportion of full-time staff have an ECE and that part-time staff are drawn from those with other qualifications.

Experience working in licensed child care is another type of qualification considered relevant for staff in school-age programs. Table 4.5 presents the percentage of staff with various lengths of experience in licensed child care, by auspice. Since 33 programs were not able to provide information on the experience of their staff, information is available for only 1,307 staff.

**Table 4.5: Licensed Child Care Experience of Staff in School-age Programs, by Auspice**

| | Total | Non-Profit | Commercial | Municipal |
|---|---|---|---|---|
| 3 + years | 40.9%<br>(535) | 38.0%<br>(369) | 45.7%<br>(90) | 54.3%<br>(76) |
| 1 - 2 years | 31.7%<br>(414) | 32.6%<br>(316) | 32.5%<br>(64) | 24.3%<br>(34) |
| <1 year | 27.4%<br>(358) | 29.4%<br>(285) | 21.8%<br>(43) | 21.4%<br>(30) |

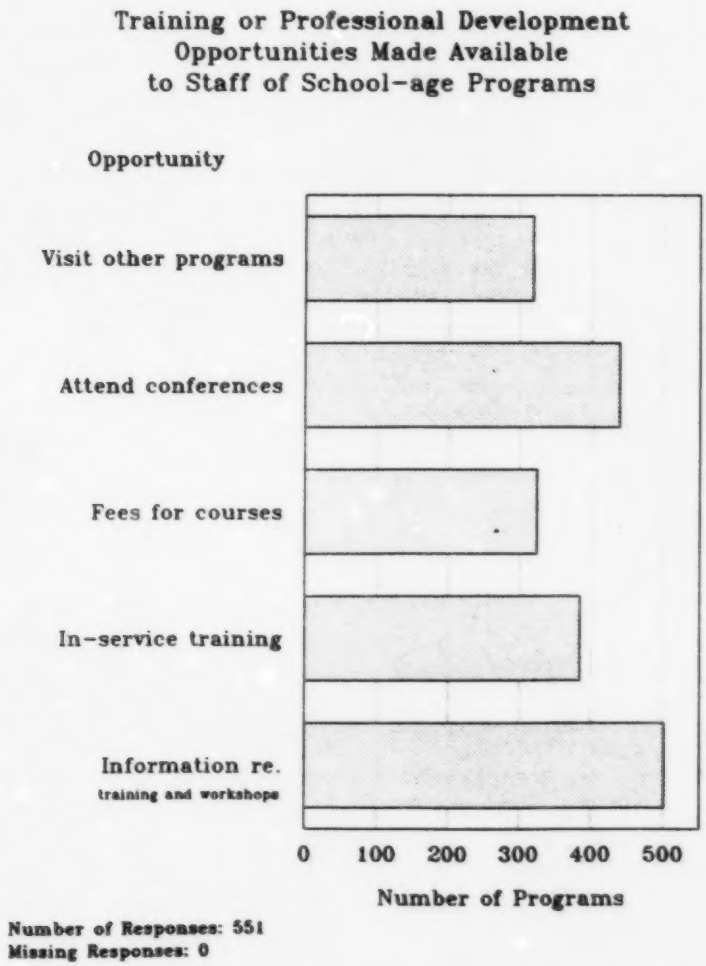
**Number of Responses:** **518**

**Missing Responses:** **33**

Municipal and Indian band programs have the largest proportion of staff with three or more years of licensed child care experience while non-profit programs have the largest proportion of staff with one year or less of licensed child care experience. These differences are statistically significant. Among non-profit programs, 26.0% of the staff in agency-operated programs have three or more years work experience in licensed child care versus 43.8% in other non-profits. Approximately one-third (34.9%) of the staff in agency-operated programs have less than one year work experience in child care compared to 25.3% in other non-profit programs.

Training or professional development opportunities made available to staff were also indicated, as shown in Chart 4.7. Only 4.2% of school-age programs do not offer any training or development opportunities.

Chart 4.7

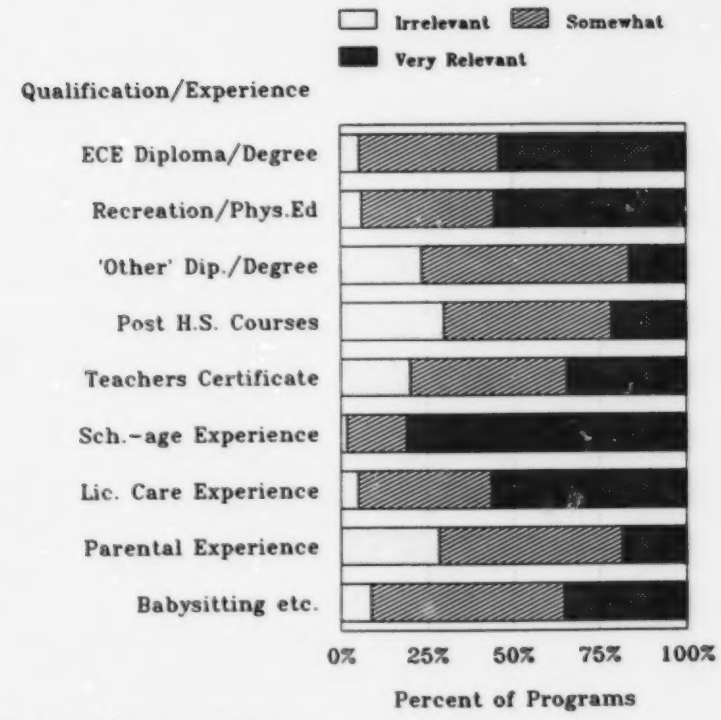



A majority of programs (79.7%) report that staff have paid opportunities to attend conferences, and 69.9% of the programs indicate that in-service training related to children of school-age is made available to staff. The frequency of opportunities to attend conferences and the nature of the in-service training was not requested.

Supervisors were asked to rate the relevancy of various types of qualifications for preparing staff to work with children in school-age programs. Chart 4.8 presents the percentage of supervisors rating each qualification as relevant or irrelevant.

Chart 4.8

**Relevancy of Qualifications for Preparing School-age Staff**
**Ratings by Centre Supervisors**




Number of Responses: 550
Missing Responses: 1

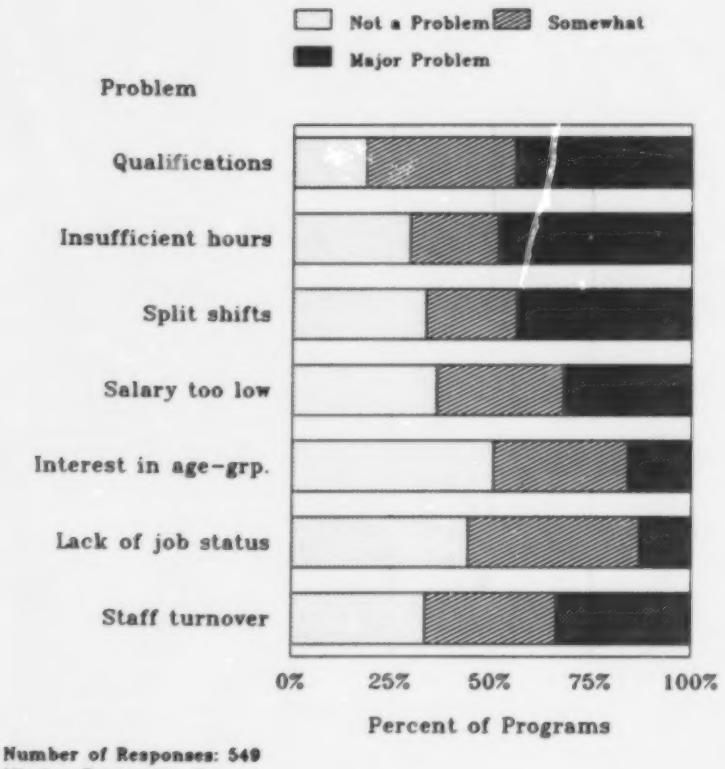
From the point of view of supervisors, it appears that nothing prepares staff to work with children in school-age programs as well as program experience with this age group. This experience was rated by the largest percentage of supervisors (81.1%) as being very relevant, followed by experience in licensed child care (56.4%), a recreation or physical education diploma or degree (55.5%) and an Early Childhood Education diploma or degree (54.0%). The qualifications of the supervisor do not appear to influence whether Early Childhood Education or a recreation qualification are considered very relevant.

**Recruiting and Retaining Staff**

Recruiting and retaining staff is an on-going concern for supervisors of school-age programs. Chart 4.9 summarizes the percentage of programs that have experienced various problems in staffing school-age programs.

Chart

Problems Recruiting or Retaining
Staff in School-age Programs




Number of Responses: 549
Missing Responses: 2

Lack of qualified applicants is reported as either somewhat of a problem or a major problem by more programs than any other problem commonly associated with the staffing of school-age programs. Almost half of the programs (48.5%) indicate that an insufficient number of hours of work presents a major problem for recruiting and retaining staff. A requirement to work shifts split between the early morning and late afternoon is reported as a major problem by 43.2% of the programs. The number of hours of work, split shifts and low salary combine to create what one supervisor termed "unattractive working conditions". These "conditions" were cited the most frequently by supervisors when they were asked to list the main problems regarding staffing.

Half (49.6%) report that "a lack of interest in working with school-age children" is a problem in recruiting or retaining staff and a majority (55.8%) report that lack of job status or recognition is a problem.

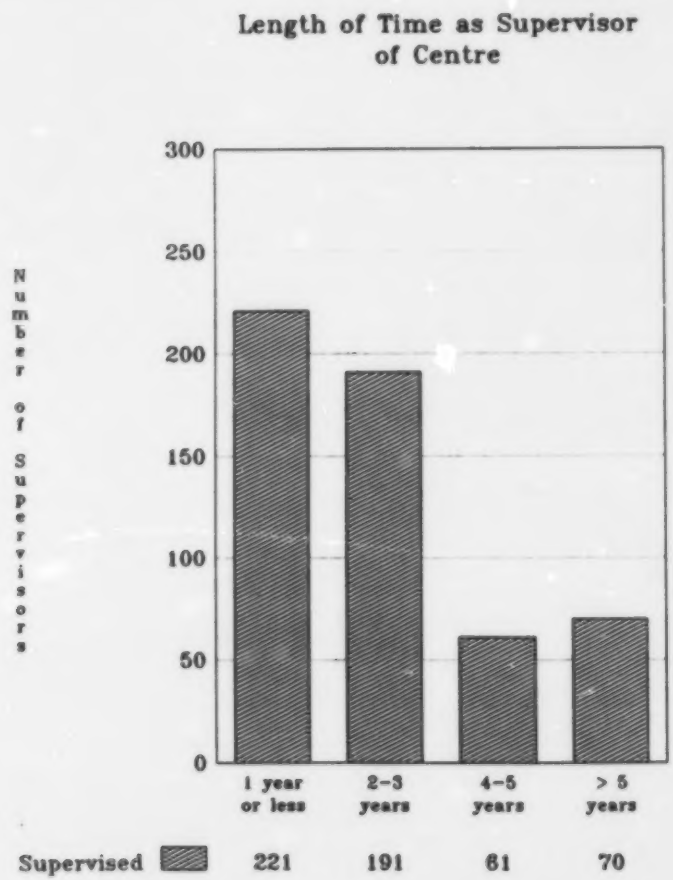
**Qualifications of Supervisors**

Supervisors have a determining effect on child care programs. Chart 4.10 presents the length of time supervisors have worked in their current position and Chart 4.11 presents the number of years supervisors have worked with children of school-age.

Somewhat less than half (40.7%) of supervisors of school-age programs have been in their jobs one year or less. Of these, 39 or 7.2% of all supervisors have worked with school-age children one year or less and supervised the school-age program one year or less.

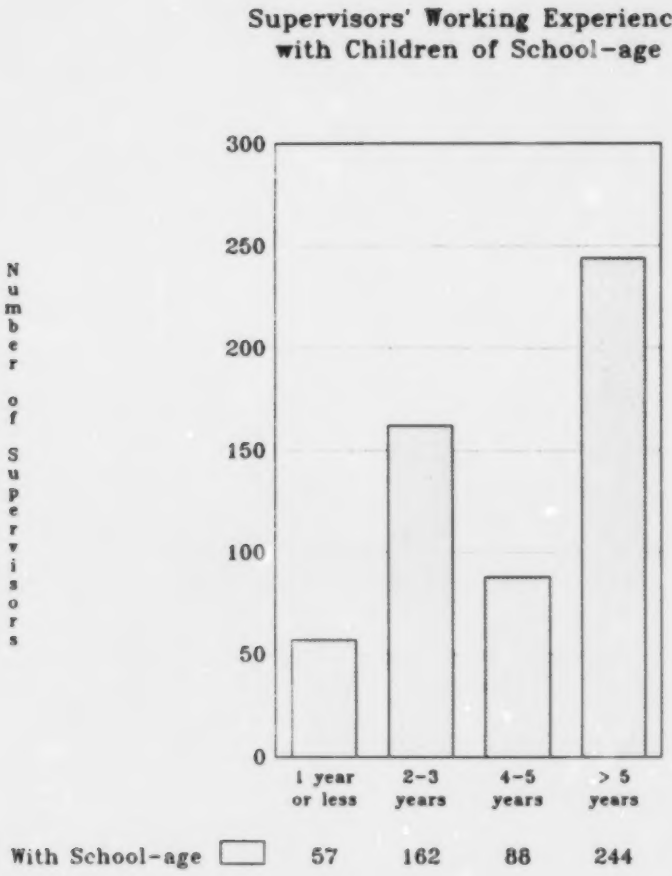
Just under half (44.9%) of centre supervisors have five years or more experience with school-age children.

Chart 4.10




Number of Responses: 543
Missing Responses: 8

Chart 4.11




Number of Responses: 536
Missing Responses: 15

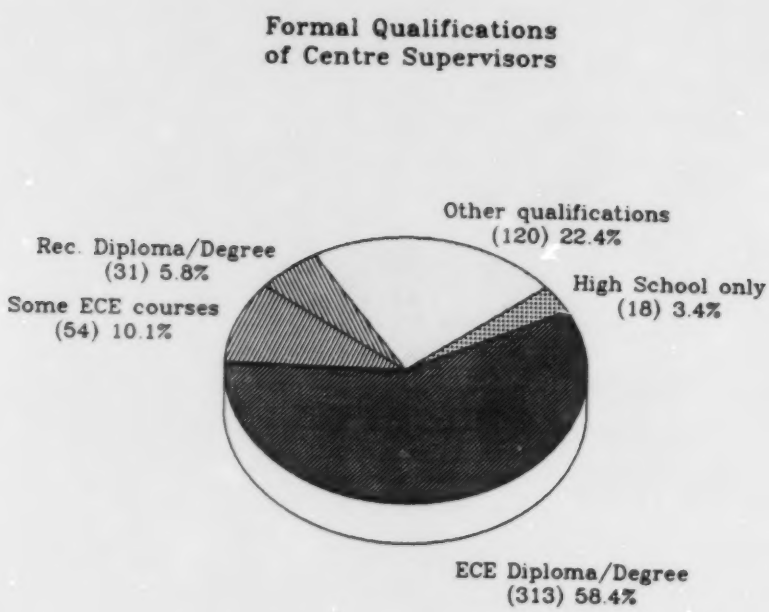
The average length of time supervisors have held their current position varies from 2.3 years in non-profit programs to 4.4 years in commercial programs to 4.8 years in municipal programs. At the same time, the average length of time working with school-age children varies from 5.7 years among non-profit centre supervisors to 8.6 years among commercial centre supervisors to 10.4 years among municipal centre supervisors. These variations are statistically significant, with supervisors in non-profit programs likely to have the least amount of time as a supervisor of the school-age program and the fewest years of experience with school-age children. However, it should be noted that within the non-profit category, the average length of time as a supervisor in agency-operated programs is 1.7 years versus 2.8 years in other non-profit programs. The differences between agency-operated and other non-profit programs are significant.

Recent growth in school-age programs has taken place largely within the non-profit sector. The relative newness of many non-profit programs may be affecting the average length of time as supervisor noted in non-profit programs.

The average length of time working with school-age children also varies from 5.1 years among agency-operated supervisors, to 6.1 years for other non-profit programs.

Supervisors were asked to indicate their formal qualifications. Chart 4.12 indicates the formal qualifications of the 536 supervisors providing information.

Chart 4.12




Number of Responses: 536
Missing Responses: 15

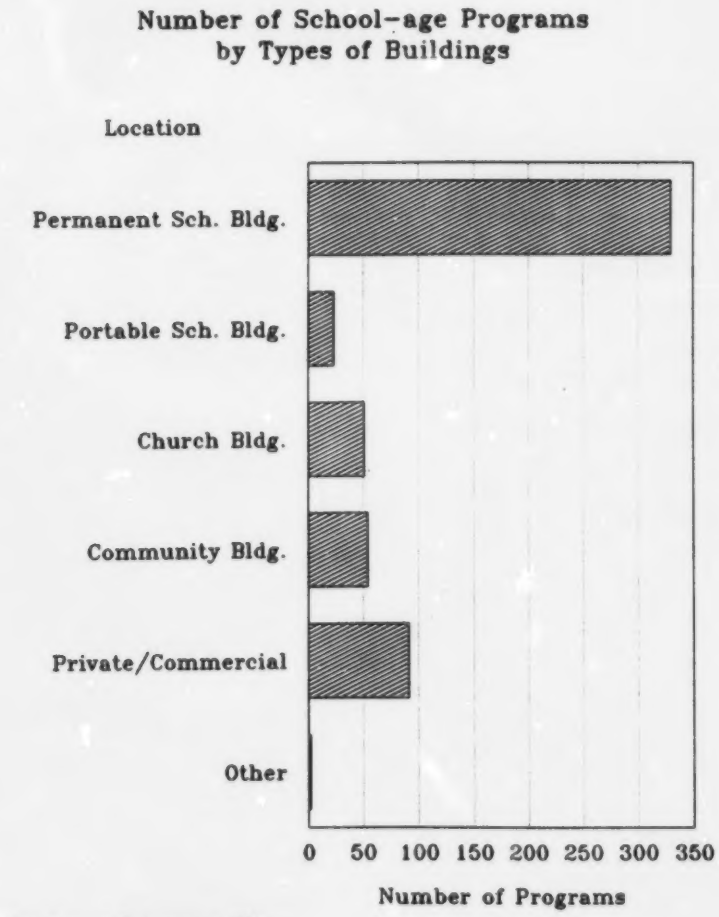
A majority of supervisors (58.4%) have an ECE diploma or degree. The remaining 41.6% are approved at the discretion of a Director under the Day Nurseries Act. A total of 18 (3.4%) of the centre supervisors have only high school courses or a high school diploma. Approximately six percent of the supervisors have a recreation diploma or degree but no ECE.

A clear majority of supervisors in commercial and municipal programs have an ECE, 74.7% and 87.5% respectively. Slightly more than half (51.1%) of supervisors in non-profit programs have an ECE. The lower proportion among non-profit programs reflects the differences between agency-operated and other non-profit programs. A majority (78.5%) of supervisors in non-profit programs not operated by an agency have an ECE; 16.1% of the supervisors in agency-operated programs have an ECE.

## 5.0 SPACE AND FACILITIES

The space and facilities available to school-age programs play a critical role in the nature of programs. Chart 5.1 presents the number of programs located in school board buildings and other types of buildings.

Chart 5.1

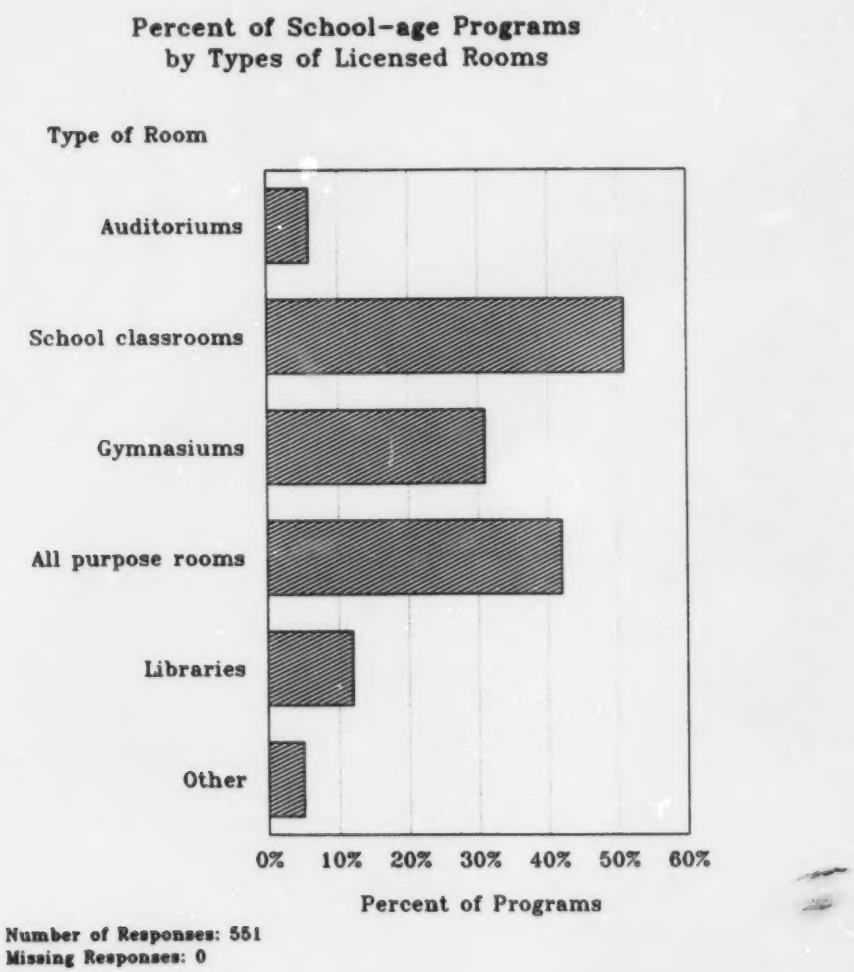



The 353 programs located in school buildings include five programs located both in a permanent school building as well as a temporary or portable school building. Of the programs located in school buildings, 90.7% are non-profit, 5.8% are commercial and 3.5% are municipal. Among the non-profit programs, 52.5% are agency-operated programs.

The number and type of rooms available to school-age programs heavily influence the activities and routines that are possible. The number of licensed activity rooms available to each school-age program ranged from one to nine rooms, with an average of 1.9 rooms.

School classrooms and all-purpose rooms are the main types of licensed space available to school-age programs. Chart 5.2 indicates the proportion of programs reporting that various types of rooms are part of their licensed space.

Chart 5.2

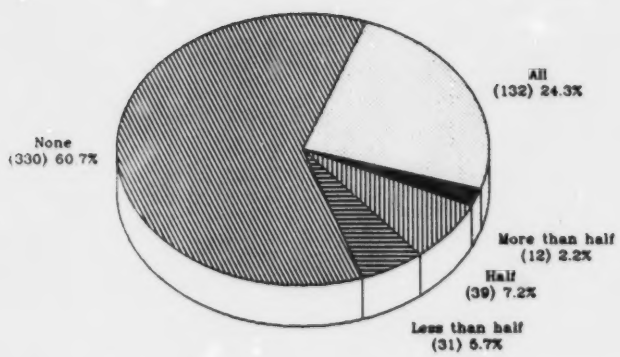



Half (51.4%) of the programs report that school classrooms are used by the school-age program; 42.1% of the programs have all-purpose rooms and 30.7% have gymnasiums as part of their licensed space.

The exclusive use of space is an issue for many programs, and 60.7% of programs report not having the exclusive use of any of the licensed activity rooms. However, as Chart 5.3 illustrates, 24.3% of programs report having exclusive use of all licensed space. Slightly less than one-quarter (23.0%) of the school-based programs have exclusive use of all licensed space and slightly more than one-quarter (26.6%) of the programs not based in schools have exclusive use of space.

Chart 5.3

Number of School-age Programs
by Proportion of Exclusive
Licensed Space




Number of Responses: 544
Missing Responses: 7

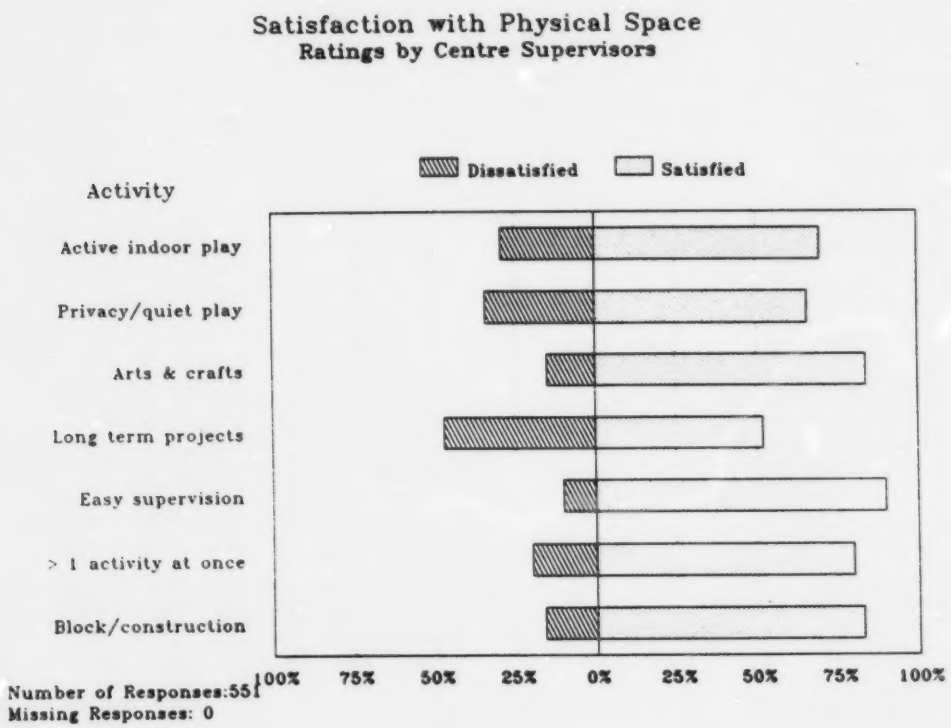
Almost one-half (46.6) of commercial programs report having exclusive use of at least some space. In contrast, 38.3% of municipal programs and 37.9% of non-profit programs report having exclusive use of at least some program space. Among the non-profit programs, 25.4% of the agency-operated school-age programs have exclusive use of at least some space; 48.2% of the other non-profit programs have exclusive use of at least some space.

Most programs (80.1%) report using other facilities located in the same building as the program. For 62.7% of all programs, the regular use of other facilities affects their licensed capacity.

When asked to identify their three main concerns or problems with space and facilities, supervisors frequently reported that the layout of the space available made supervision difficult and at the same time resulted in lack of privacy for children. Another frequent complaint was that limited space and equipment lead to little variety in the activities offered. Storage problems were also cited frequently as a problem by school-age programs.

Supervisors were also asked to rate how satisfied they are with the physical space available to the program, in terms of permitting a specified list of various activities. Responses are shown in Chart 5.4.

Chart 5.4




More than 50% of supervisors are satisfied with the physical space available, in terms of permitting each of the various activities, although almost half (47.0%) are dissatisfied with space for long-term projects.

One-third of supervisors (33.6%) are dissatisfied with the space available for privacy or quiet play and 29.4% are dissatisfied with the physical space available for active indoor play.

School-based programs are more likely to be dissatisfied with available physical space for arts and crafts, with 19.7% dissatisfied compared with 8.1% of programs not based in schools. School-based programs are also more likely to be dissatisfied with available physical space for long-term projects, with 50.7% dissatisfied compared with 41.3% of programs not based in schools. These differences are statistically significant.

Programs with exclusive use of some space are more likely to be satisfied with the physical space for long-term projects than those programs which do not have exclusive use of space. A majority (64.4%) with exclusive use of space are satisfied versus 44% with no exclusive use of space. These differences are statistically significant.

Supervisors were also asked to rate how difficult it has been for the school-age program to comply with various licensing standards in the Day Nurseries Act. Table 5.1 summarizes the ratings of the supervisors.

**Table 5.1: Difficulty of Complying with Selected Standards and Regulations of the Day Nurseries Act, Ratings by Centre Supervisors**

| | Not Difficult % | Difficult % | Not Sure % |
|---|---|---|---|
| . the qualifications required for staff of the school-age program | 42.1 | 56.1 | 1.8 |
| . the health regulations from the local Dept. of Health | 90.6 | 8.0 | 1.5 |
| . the requirements regarding dishwashing (Food Premises Regulation) | 72.2 | 19.1 | 8.7 |
| . the local fire regulations | 91.3 | 7.4 | 1.3 |
| . the ratio of children to staff | 72.1 | 24.3 | 3.6 |
| . the requirement that children be supervised "at all times" | 67.3 | 29.9 | 2.7 |
| . the requirement regarding window space | 70.1 | 22.0 | 8.0 |
| . the requirement that in a group of six or more children, two adults must be present | 33.0 | 59.7 | 7.3 |
| . the requirement for 2.8 sq. metres of indoor space for each child | 66.6 | 27.9 | 5.4 |

**Number of Responses: 551**

**Missing Responses: 0**

More than 90% of school-age programs report that compliance with local health and fire regulations is not difficult and no significant variation occurred by auspice or location. However, significant variations occurred in ratings of other standards. Commercial and non-profit programs are more likely than other programs to report it difficult to meet the requirement of two adults per group of six or more children; municipal and commercial programs are more likely to report it difficult to meet the requirement that children be supervised at all times; school-based programs, most of which are non-profit, are more likely to report it difficult to meet regulations regarding dishwashing and floor space.

## 6.0 ADMINISTRATION OF SCHOOL-AGE PROGRAMS

As in many human service organizations with few staff, school-age programs have limited resources to devote to administrative functions. Programs which are operated by municipalities, YMCA or other umbrella organizations receive support services as part of the relationship with the parent body. Various organizations including school boards and community groups, provide support services which may offset the limited resources available to school-age programs which are not part of a larger organization. Excluding 235 programs operated by municipalities or agencies, 91 school-age programs report receiving support services from school boards, other organizations or community groups.

Table 6.1 presents the proportion of programs receiving various types of support and the sources of this support.

**Table 6.1: Types and Sources of Support Services to Non-Agency-Operated School-age Programs**

| | School Board % | Community Organization % | Both School Board and Community Organization % |
|---|---|---|---|
| Legal advice | 27.5 | 28.6 | 5.5 |
| Financial advice | 18.7 | 39.6 | 3.3 |
| Management advice | 19.8 | 35.2 | 5.5 |
| Staff or group benefit insurance | 31.9 | 45.1 | 2.2 |
| Liability insurance | 31.9 | 47.3 | 1.1 |
| Board of Director training and/or support | 23.1 | 39.6 | 6.6 |
| Ordering and purchasing of supplies | 47.3 | 24.2 | 8.8 |
| Staff recruitment | 15.4 | 31.9 | 8.8 |
| Staff training | 9.9 | 25.3 | 11.0 |
| Loans | 11.0 | 16.5 | 2.2 |
| Resource teacher support | 12.1 | 31.9 | 2.2 |

**Number of Responses: 91**

**Missing Responses: 0**

Based on the reports of school-age programs that indicate receiving support services, school boards tend to provide assistance to programs through the ordering and purchasing of supplies. In each of the other areas of support listed, more programs report receiving support from community groups or organizations than from

school boards. Insurance, followed by financial advice, and board of director training and/or support are the areas in which 40% or more of the programs receive support from community groups. Since some school boards are relatively active in assisting school-age programs in the ways listed, these results may reflect a limited awareness on the part of the supervisor of the type of support available from school boards rather than the actual provision of support services.

**Board of Directors and Advisory Group**

Under the Day Nurseries Act, school-age programs may operate as non-profit organizations. Typically, a non-profit school-age program is governed by a board of directors, or is part of a larger agency, which is governed by a board of directors.

Among the 412 school-age programs classed as non-profit, 158 or 38.3% are operated by YMCA's and are governed by the board of directors of the YMCA. Another 29 non-profit programs (7.0%) are operated by umbrella organizations which have boards of directors for the organization as a whole rather than for individual school-age programs. A total of 179 (43.4%) non-profit school-age programs report having their own board of directors.

One important way that parents can influence the care provided to children is to serve as a board member of the child care centre. Programs were asked to indicate the numbers of parents of children in the child care centre who are board members.

A majority (62.0%) of the 179 non-profit programs with a board of directors report that at least one half of the board members are parents of children in the child care centre. There are no parents on the board in 13.4% of these programs and in 22.3% of the programs less than half of the board are parents. (Four programs did not report the number of parents on the Board.) Slightly less than half (48.6%) of these programs report that the principal (or designate) of the schools attended by children is an official member of the board.

School-age programs that do not have their own board of directors, may have an advisory committee which provides input to the staff and/or the operator regarding the program. A total of 144 programs report having an advisory committee; 117 non-profit programs, 22 municipal and 5 commercial programs have advisory committees. One half (50.2%) of the non-profit programs that do not have their own Board of Directors report having an advisory committee. Slightly more than half (51.2%) of the municipal programs have an advisory committee while 6.2% of commercial programs report having a committee.

For a majority of non-profit programs (86.3%) and municipal programs (63.6%), one-half or more of the advisory committee members are parents of children in the child care centre. The small number of commercial programs with advisory committees does not permit reliable reporting of parent involvement on these advisory committees.

Principals (or designates) of any of the schools attended by children in the program sit on a majority (70.9%) of the advisory committees in non-profit programs. Principals or designates sit on a minority (13.6%) of the advisory committees in municipal programs. As might be expected principals or designates sit on a majority (70.8%) of the advisory committees for school based programs while the principal is a member on a minority (19.4%) of the programs not located in schools.

**Parent Involvement**

Supervisors were asked to rate the ease or difficulty of various means of involving parents in their child's school-age program.

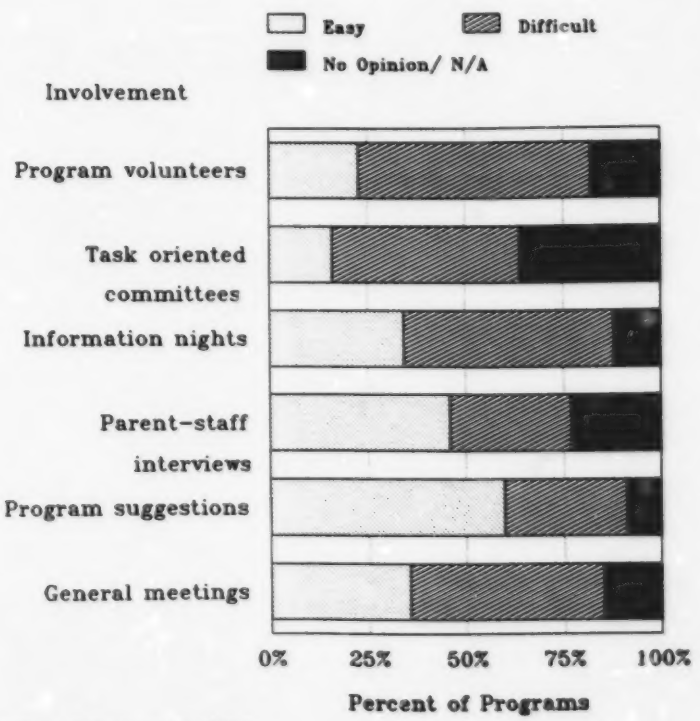
Approximately one half of the supervisors of school-age programs report that it is difficult to involve parents in the program:

- by having parents volunteer in the program;
- by having parents work on task-oriented committees;
- by having program information nights for parents; and
- by holding general meetings for parents.

A majority of supervisors (60.9%) indicate that having parents make program suggestions is an easy way of involving parents. It is likely that it is also the least formal and structured way of receiving parent input to the program. Slightly less than half, (46.3%) of the supervisors indicate that parent-staff interviews are an easy way of involving parents. Presumably parent-staff interviews are more structured and formal than input through parent suggestions. The ratings of supervisors suggest that as various methods of involving parents in the school-age program become more formal or structured and more time-consuming, they become more difficult as ways of involving parents.

Chart 6.1

Ease / Difficulty of Involving Parents
in School-age Programs
Ratings by Centre Supervisors



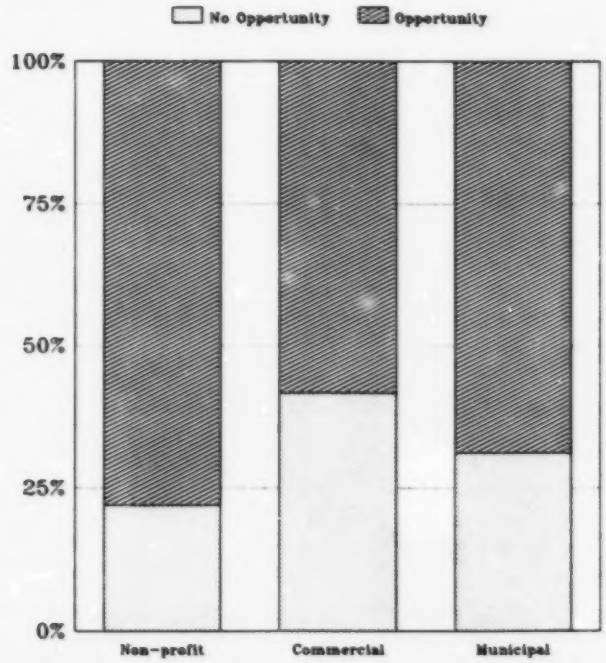

Number of Responses: 547
Missing Responses: 4

## 7.0 RELATIONSHIPS BETWEEN PROGRAMS, SCHOOLS AND COMMUNITIES

Almost three-quarters of the school-age programs (73.9%) indicate that children who attend the programs also have the opportunity to participate in school-sponsored activities as part of the schedule and routine of the school-age program. These activities might include special lessons, team sports, and clubs. Chart 7.1 illustrates the number of programs by auspice which provide the opportunity for children to participate in school-sponsored activities.

Chart 7.1

**Participation in School-Sponsored Activities by Auspice**



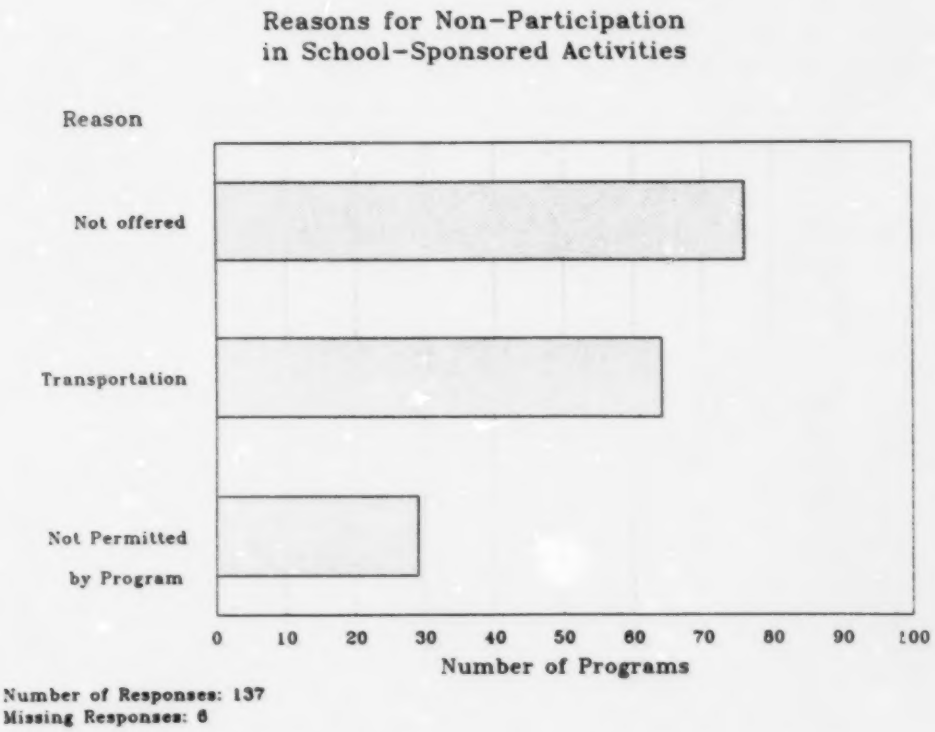

| | Non-profit | Commercial | Municipal |
|---|---|---|---|
| Opportunity | 319 | 53 | 33 |
| No Opportunity | 90 | 38 | 15 |

**Number of Responses: 548**
**Missing Responses: 3**

Compared with other programs, non-profit programs are more likely to report that children have the opportunity to participate in school-sponsored activities, while commercial programs are more likely to report that children do not have the opportunity. While this difference is significant, it probably reflects the larger proportion of non-profit programs located in school buildings. School-based programs are more likely than programs not based in schools to report that children have the opportunity to participate in school-sponsored activities; again this difference is significant.

When asked why children do not have the opportunity to participate in school-sponsored activities, 137 programs indicated reasons from a list of three provided. Chart 7.2 reports the reasons cited and the number of programs citing each reason.

Chart 7.2




Number of Responses: 137
Missing Responses: 6

Programs were also asked how often they exchanged information about children, used school equipment, or had other kinds of involvement with the elementary schools attended by children in the program. Table 7.1 reports the proportion of programs with no involvement with the schools, involvement on a daily basis or at least once per week, and involvement at least once a month or on an occasional basis.

**Table 7.1: Frequency of School-age Program Involvement in Various Activities with Schools**

| | Programs With No Involvement % | Programs Involved at Least Once a Week % | Programs Involved Monthly or Occasionally % |
|---|---|---|---|
| . use of school space (other than licensed rooms) e.g. auditoriums, gymnasiums | 38.0 | 45.1 | 17.0 |
| . use of school equipment e.g. television, sports | 46.5 | 33.9 | 25.0 |
| . planning/co-ordinating of activities and routines with school teachers | 65.1 | 7.8 | 27.0 |
| . provision of clerical or office support by school | 70.8 | 14.1 | 15.1 |
| . participation in school events such as field trips, carnivals, plays | 65.7 | 2.0 | 32.3 |
| . exchange of attendance-related information | 26.8 | 39.4 | 33.8 |
| . exchange of general information about individual children | 18.1 | 34.1 | 47.8 |
| . ordering of supplies through a school or school board | 74.6 | 3.1 | 22.3 |
| . participation in school-sponsored professional development activities | 78.0 | 1.0 | 21.0 |
| . contact between child care supervisor and school principal | 12.0 | 39.4 | 48.5 |

**Number of Responses: 548**

**Missing Responses: 3**

Apart from use of school space other than licensed rooms, the programs' main involvement with schools entails the exchange of various types of information, including contact between child care supervisors and school principals. Approximately 75% or more of the programs report some involvement with schools through information exchange and approximately 60% report some involvement regarding use of school space or equipment. Seventy percent or more of the programs report no involvement through provision of clerical or office support, ordering of supplies, or participation in school-sponsored professional development activities.

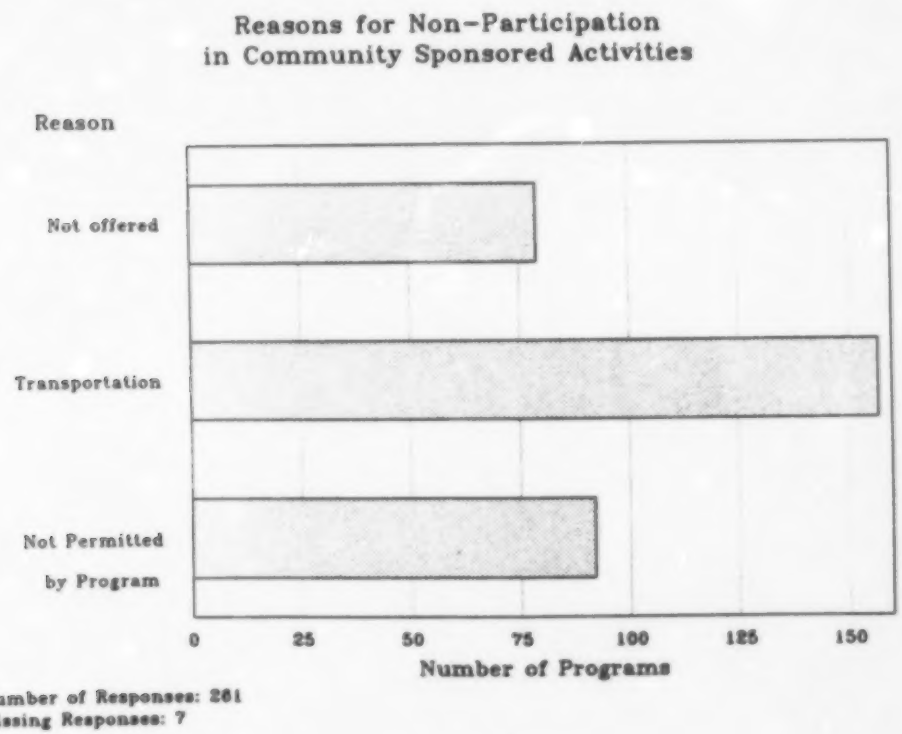
School-based programs are more likely to be involved with schools attended by children in the program in each of the ways mentioned above. These differences between school-based and non school-based programs are significant.

Although 73.9% of the school-age programs indicate children have the opportunity to participate in school-sponsored activities, 65.7% report no involvement in school events such as field trips, carnivals or plays. Virtually the same proportion of programs (65.1%) report no involvement in planning/co-ordinating activities and routines with school teachers. It may be that for most programs, involvement with the school around events, activities and routines entails no joint planning and co-ordination but rather adapting to such opportunities and permitting children to attend.

While 73.9% of programs allow children to participate in school-sponsored activities, only 51.3% indicate that children who attend the program have the opportunity to participate in community-sponsored activities as part of the schedule and routine of the school-age program. Differences in the proportion of commercial, municipal and non-profit programs reporting that children have the opportunity to attend community-sponsored activities are not statistically significant. Differences between school-based programs and programs not based in schools were also not statistically significant.

When asked to indicate reasons why children did not have the opportunity to participate, 261 programs indicated the various reasons shown below in Chart 7.3.

Chart 7.3




The majority of programs (68.2%) cited only one reason why children do not participate in community-sponsored activities. A majority of programs (60.2%) report that transportation arrangements do not permit the opportunity to participate in community-sponsored activities. Transportation thus represents a real barrier to accessing community activities.

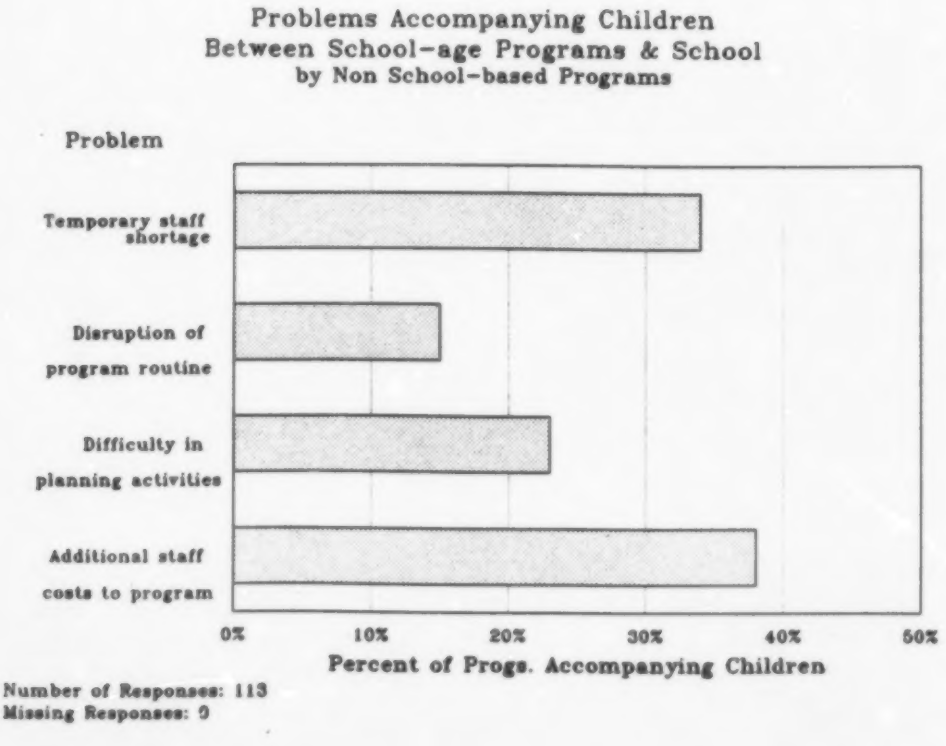
Participation in activities outside the school-age program may entail children leaving the program for a period of time. Less than one-quarter of the school-age programs (22.3%) report that they allow children to leave the program for a short period of time. No statistically significant differences were found between commercial, municipal and non-profit programs in relation to allowing children to leave the program for a short period of time. Similarly, no statistically significant difference was found between school-based programs and programs not based in schools. Of the 123 programs that do allow children to leave for a period of time, 94.3% require written consent from the parent or guardian, 24.4% permit children to leave with the verbal consent of the parent or guardian and 31.7% require a combination of both forms of consent.

The use of specialists to provide activities such as music, arts and crafts or sports is another means by which programs can relate to surrounding communities and can counteract the barrier presented by transportation. Approximately one-third of the programs (30.8%)--or 169 programs--indicate that specialists from the community are brought into the program and of these, 28.4% - or 48 programs - indicate that specialists come in at least once a month.

The accompaniment of children between the program, home and school is another aspect of the relationship between the program and the surrounding community. Slightly less than one-third (29.4%) of the programs report that children can go unaccompanied by an adult between home and the program on a regular basis. The written consent of the parent is required by 86.4% of programs that do allow children to travel unaccompanied. A majority (61.4%) of the programs that do not allow children to go unaccompanied between home and the program will make exceptions on the basis of a written request and consent of a parent.

Of the 198 programs not located in schools, 57.1% or 113 programs report that school-age children are accompanied between the program and school by program staff. Accompanying children can present various problems for school-age programs, particularly programs with few staff. Chart 7.4 indicates the percentage of programs not located in schools which experience problems accompanying children between the program and school.

Chart 7.4



Of the programs not based in schools and that accompany children between the school and the program, 31.8% report that accompanying children contributes additional costs to the program and 33.6% experience temporary staff shortages. Approximately one-third (31.9%) of the programs experience only one problem while 18.6% identify two problems in accompanying children between the program and school and the rest report three or more problems.

When asked how many parents have requested that their children be permitted to walk unaccompanied between the school and the program, 88 programs not located in schools -- 44.4% of these programs--reported receiving such requests. A total of 478 requests were reported for the period September 1, 1988 to June 30, 1989, for an average of 5 requests per program.

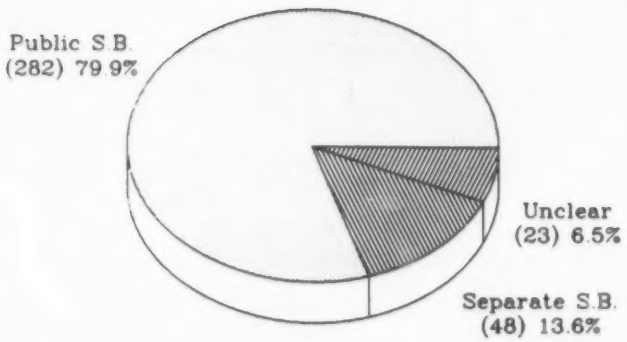
Of the programs not located in schools, 121 programs (61.1%) report that a school board provides transportation between the school-age program and the school for children enrolled in the program.

## 8.0 SCHOOL-AGE PROGRAMS BASED IN SCHOOLS

A total of 353 school-age programs (64.1%) are located in buildings owned or operated by schools. Chart 8.1 illustrates the distribution of these programs between separate and public school boards.

Chart 8.1

Distribution of School-based School-age Programs by School Board



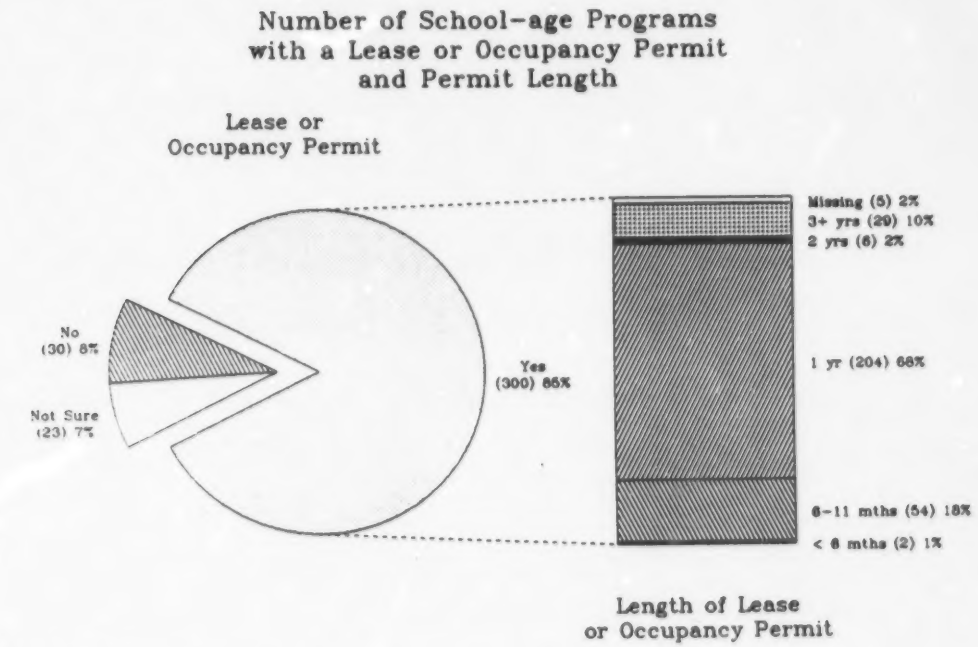

Number of Responses: 353
Missing Responses: 0

Although it was unclear in 23 cases whether the school board was separate or public, licensed school-age child care programs are clearly more prevalent in public boards than in separate boards.

Most school-based programs (85.0%) have formal lease or occupancy permits with the school board and 68% of these agreements are for one year. Almost one-fifth (18.7%) of the programs have lease or occupancy permits of less than one year in duration while 11.7% have leases or permits of two or more years duration.

Chart 8.2 indicates the proportion of programs with and without formal arrangements, and the length of the agreements.

Chart 8.2

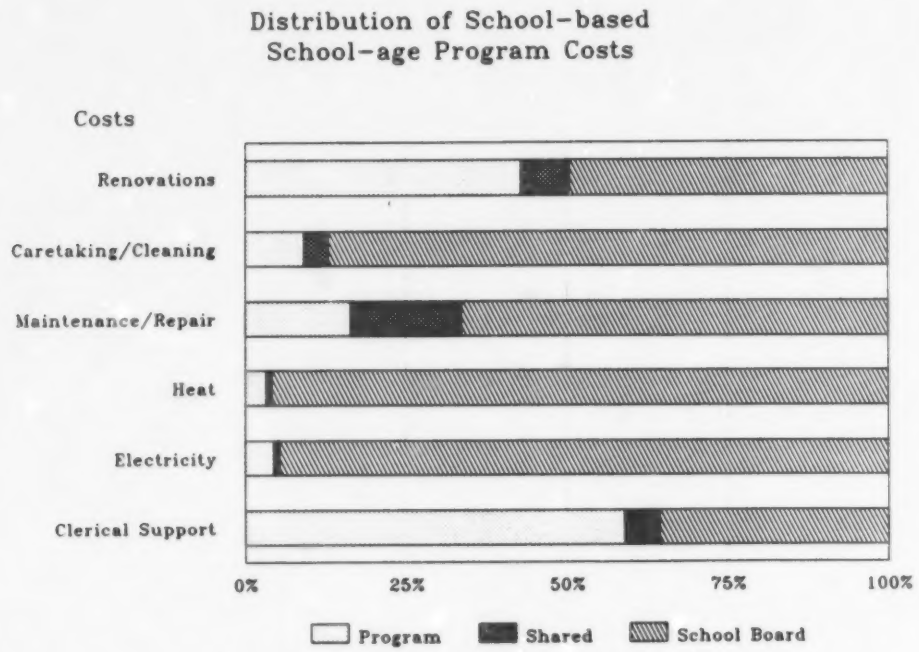



Number of Responses: 353
Missing Responses: 0 (cf. 'Missing' category)

Approximately two-thirds of the programs (69%) that have lease or occupancy permits pay a nominal fee such as $1.00 for the use of school space. The amount other programs pay for occupying school space ranges from $10.00 to $2,406 per month, with an average of $464.00 per month. Municipal and commercial programs occupying school space pay higher average monthly costs than do non-profit programs. Municipal programs pay an average of $655 monthly and commercial programs pay an average of $653, compared with an average payment of $394 among non-profit programs. Programs with a lease or occupancy permit and exclusive use of some space pay an average of $547 per month while those with no exclusive use of space pay an average of $405 per month.

In addition to reduced or nominal occupancy fees for school-age programs, school boards may contribute by sharing or assuming various costs. Chart 8.3 indicates who pays for various costs associated with operating school-age programs located in schools.

Chart 8.3




Number of Responses: 353
Missing Responses: 0

Probably the easiest costs for school boards to assume are utility costs, since these are often closely linked to the operation of the physical plant. The school board pays for heat for 92.9% of the programs located in schools, and for electricity for 91.5% of the programs. Maintenance and repair is the cost area most often shared by the program and the school board; 16.4% of the programs report sharing these costs with the school board. Slightly less than half of the school-age programs (45.6%) do not receive assistance with the costs of clerical or office support from the school board.

March break and other days on which schools are closed can present special problems for school-based programs, since 79.0% of these programs are open on days when the school is not. Typically, the cost of caretaking can prohibit school-age programs from operating when the school is closed. Almost half the programs (52.3%) that remain open when the school is closed report that the school board pays for these caretaking costs. Another 28% report paying for the caretaking costs themselves, while 14% share the costs of caretaking on these occasions with the school board.

School boards can also support school-age programs through the development of formal policies and practices. The following table indicates the number and percentage of programs which report that the school board has policies or practices in the specified areas.

**Table 8.1: Presence of Formal Policies and Practices Regarding School-based Child Care (as reported by Centre Supervisors)**

| | Yes % | No % | Not Sure % |
|---|---|---|---|
| Developed policies regarding school-based child care | 36.3 | 40.0 | 23.7 |
| Designated staff to monitor operation of child care programs on school premises | 30.6 | 60.1 | 9.3 |
| Provided staff of the child care program with training or professional development | 16.1 | 77.6 | 6.3 |
| Set criteria for the selection of operators of child care programs | 27.5 | 55.5 | 17.0 |
| Developed policies or practices which enable the school board to assist with the occupancy costs | 27.2 | 43.1 | 29.7 |
| Set specific hours or times when the school-age program can operate | 51.6 | 39.4 | 9.0 |
| Established enrollment priorities | 18.1 | 72.2 | 9.7 |
| Limited the ages of children who can enroll in the school-age program | 6.2 | 84.7 | 9.1 |

**Number of Responses: 353**

**Missing Responses: 0**

The number of programs which are uncertain whether the school board has set various policies suggests that communication of school-board policies to school-age programs may be an issue. For example, 23.7% of the programs are unsure if the school board has developed policies regarding school-based child care, and 29.7% are uncertain if the school board has developed policies or practices which enable it to assist school-age programs with occupancy costs. Programs seem more knowledgeable about policies that affect them on a day-to-day basis. For example, 51.6% report that the school board has established specific hours or times when the school-age program can operate, 39.4% report that the board has no such policy and only 9% are uncertain.

**Staff Working in Other School Programs**

Staff working in school-age programs located in schools may also work as teachers' aides. In this way, school-age program staff are able to augment the income from the school-age program and possibly obtain the equivalent of a full-time salary. Arrangements such as this may offset the problems of split shifts and insufficient hours of work reported by program staff. Of the 353 school-based programs, 340 reported on the number of staff who work as aides in a classroom or lunchroom, as shown below.

- 28 staff work in school kindergarten classrooms; this figure represents 3.3% of the 859 staff in school-based programs.

- 21 staff work in school classrooms for children in primary grades; this figure represents 2.4% of staff in school-based programs.

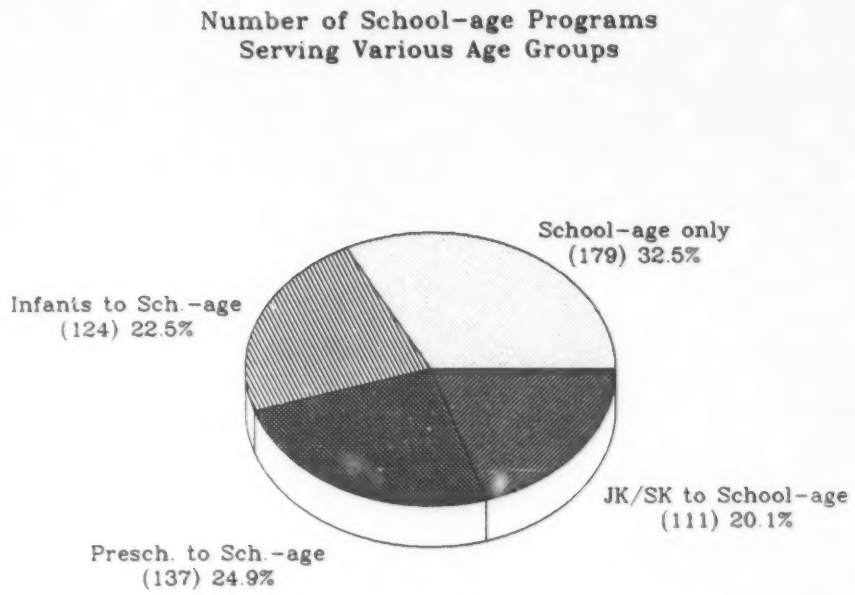
- 77 staff work in school lunchroom programs; this figure represents 9.0% of staff in school-based programs.

Of the 340 programs reporting these data, 247 or 72.6% indicated that no child care staff work as teachers' aides or lunchroom supervisors.

## 9.0 PROGRAMS SERVING JUNIOR AND SENIOR KINDERGARTEN-AGE CHILDREN

Approximately one-third (32.5%) of the school-age programs serve only school-age children; two-thirds serve kindergarten-age children. Chart 9.1 illustrates the proportion of programs serving various age groups.

Chart 9.1




Number of Responses: 551
Missing Responses: 0

Non-profit programs are more likely than commercial or municipal and Indian Band programs to serve only school-age children. Thirty-eight percent (38.3%) of non-profit programs serve only school-age children, compared with 16.7% of municipal and Indian Band programs and 14.3% of commercial programs. Among non-profit programs, 65.8% of the agency-operated programs serve only school-age children versus 15.6% of other non-profit programs.

School-based programs are also more likely than programs not based in schools to serve only school-age children; 41.4% of school-based programs serve only school-age children, compared with 16.7% of programs not based in schools. The differences are statistically significant.

A total of 3,450 children of junior kindergarten age are enrolled in programs which also serve school-age children; 25.6% of these children are not enrolled in junior kindergarten, even though they are eligible to attend. A total of 3,874 children of senior kindergarten age are also enrolled in programs serving school-age children, 8.5% of these children are not enrolled in senior kindergarten, even though they are eligible to attend.

Of the 372 programs that serve children of junior kindergarten and senior kindergarten age, 54.5% report that these children are placed into one group separate from other children for most of the time.

Approximately two-thirds (66.1%) of programs serving kindergarten-age children prepare and serve lunch to junior kindergarten and senior kindergarten children. Commercial programs are more likely than other programs to provide lunch for junior kindergarten and senior kindergarten children. Also, programs not based in school are more likely than school-based programs to provide lunch to junior and senior kindergarten children.

When asked whether children attending school for half of the day should be allowed to bring a lunch prepared at home, 58.8% of programs said no while 16.1% were unsure. Commercial programs were the most likely to state that children should not be allowed to bring lunch from home and non-profit programs were the most likely to indicate that children should be allowed to bring lunch. Both of these variations are statistically significant. Programs that serve lunch are more likely than other programs to state that children should not be allowed to bring a lunch prepared at home; this difference is statistically significant.

Programs were asked to rate how difficult it has been to comply with selected requirements of the Day Nurseries Act. Responses are shown in Table 9.1.

Commercial programs are more likely than other programs to report no difficulty in complying with playground fencing requirements; no commercial programs reported difficulty in complying with fencing requirements while 10.0% of the municipal programs and 20.4% of the non-profit programs reported difficulty. These differences are statistically significant.

**Table 9.1: Difficulty in Complying with Selected DNA Requirements, Ratings by Centre Supervisors**

| | Not Difficult | Difficult | Very Difficult | Not Sure |
|---|---|---|---|---|
| . fenced playground | 81.1% (305) | 3.7% (14) | 10.1% (38) | 4.0% (15) |
| . rest period after lunch | 68.9% (259) | 11.7% (44) | 6.6% (25) | 11.7% (44) |
| . current staff ratios which are different for 4 and 5-year olds | 67.0% (252) | 16.5% (62) | 5.3% (20) | 10.1% (38) |
| . lack of flexibility to group 5-year olds with 6-7 year olds | 50.5% (190) | 25.5% (96) | 8.0% (30) | 14.9% (56) |

**Number of Responses: 372**

**Missing Responses: 0**

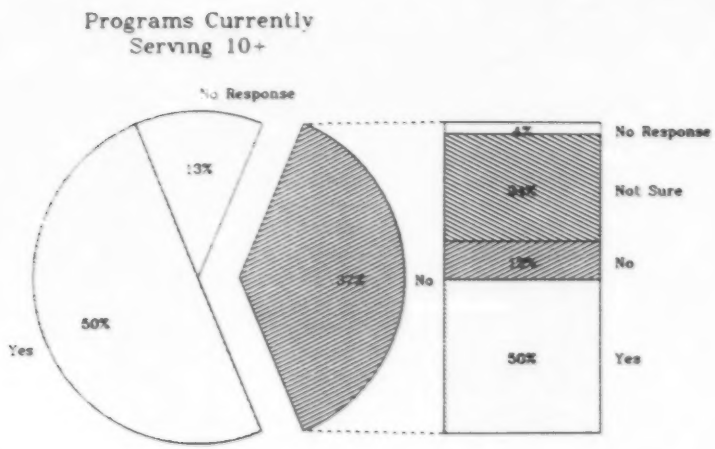
Centre supervisors were also asked if serving both kindergarten-age children and older school-age children in one child care program presented difficulties or concerns for their program. Seventy-one percent (71.3%) of the supervisors indicated no concerns for the safety of younger children arising from the wide age range. The same percent (71.3%) indicated no difficulties effectively supervising both younger and older children in the same facility. Supervisors are more evenly divided on whether serving a wide age range makes it difficult to provide activities and routines suitable for each age group. While 55.4% of supervisors report no difficulties in this regard, 45.6% indicate it is difficult to provide age-appropriate activities and routines for both younger and older children. Variations by auspice and location concerning safety, supervision and age-appropriate activities and routines are not statistically significant.

## 10.0 SERVICES TO CHILDREN AGED TEN TO TWELVE

The following chart illustrates the proportion of school-age programs currently providing care for children age ten and over. Programs that do not serve children age ten and over were asked if they would provide care if they had the space, the staff, the demand for service and the approval of the Ministry. Their responses are also illustrated in Chart 10.1.

Chart 10.1

School-age Programs Currently Serving Children Aged 10+ and Indication of Interest in Serving Children Aged 10+



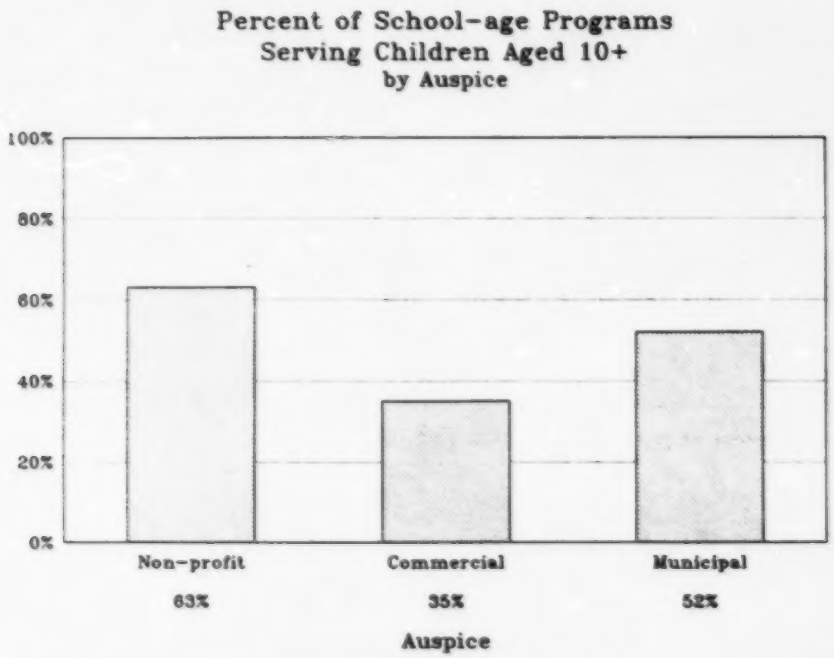

Number of Responses: 551
Missing Responses: 0

Fifty per cent of the programs that do not currently serve children aged ten and over indicated they would do so if they had the space, the staff, the demand for service and the approval of the Ministry. Among this group, non-profit programs and school-based programs were more likely than other programs to serve children aged ten and older if the stated conditions were satisfied. Examined by auspice, 58.1% of non-profit programs would consider serving the older children, compared with 38.5% of commercial programs and 45.5% of municipal and Indian Band programs. Similarly, 59.4% of the school-based programs would consider serving the older children, compared with 44.1% of programs not based in schools. These differences are statistically significant.

In each of the four MCSS Regions 50.0% or more of the programs indicate that they would serve children over the age of ten, under suitable conditions. Similarly, 48.1% or more of school-age programs in population centres in each category indicate that they would serve children in this age group.

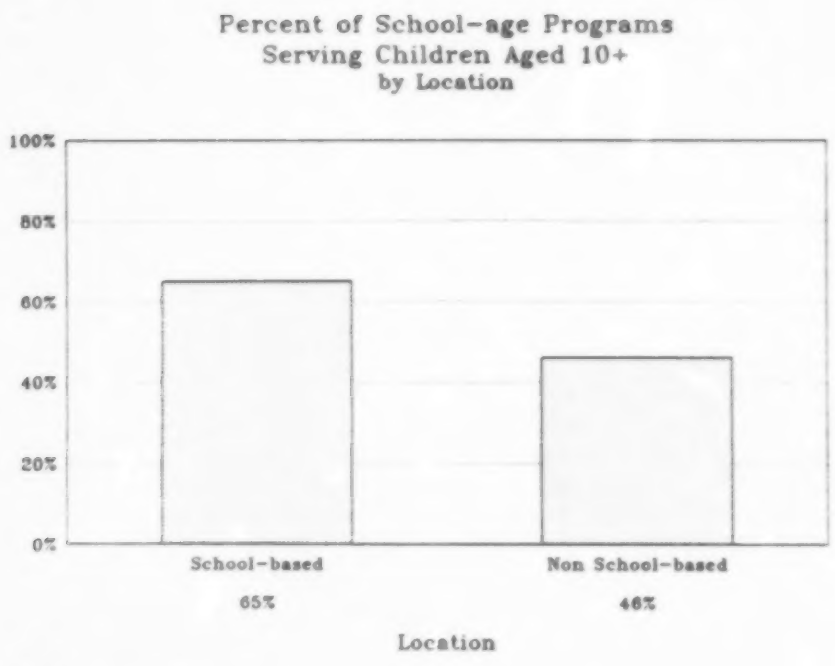
The proportion of programs that now serve children aged ten and older varies considerably by auspice, location, MCSS Region and population, as shown in Charts 10.2, 10.3, 10.4, 10.5.

Chart 10.2



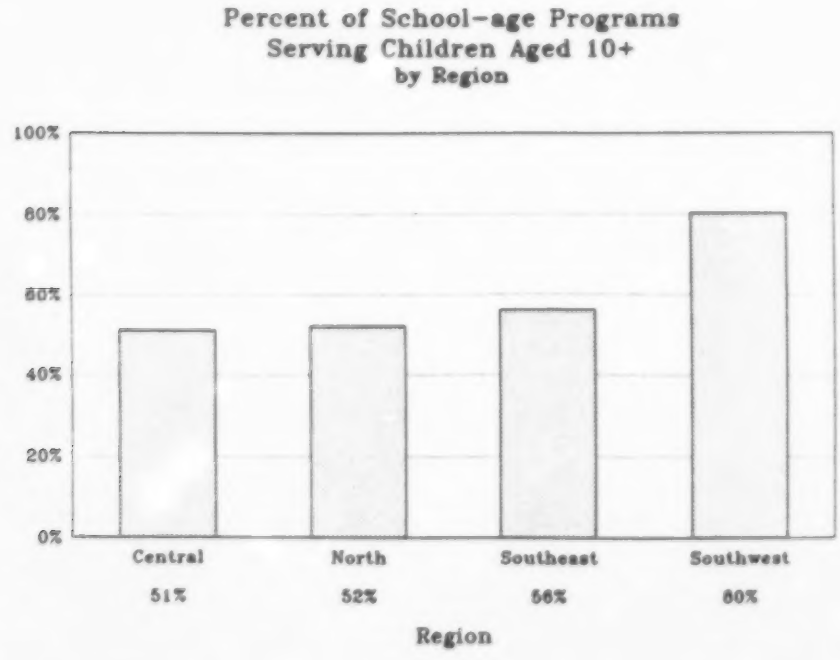

Number of Responses: 482
Missing Responses: 69

Chart 10.3




Number of Responses: 482
Missing Responses: 69

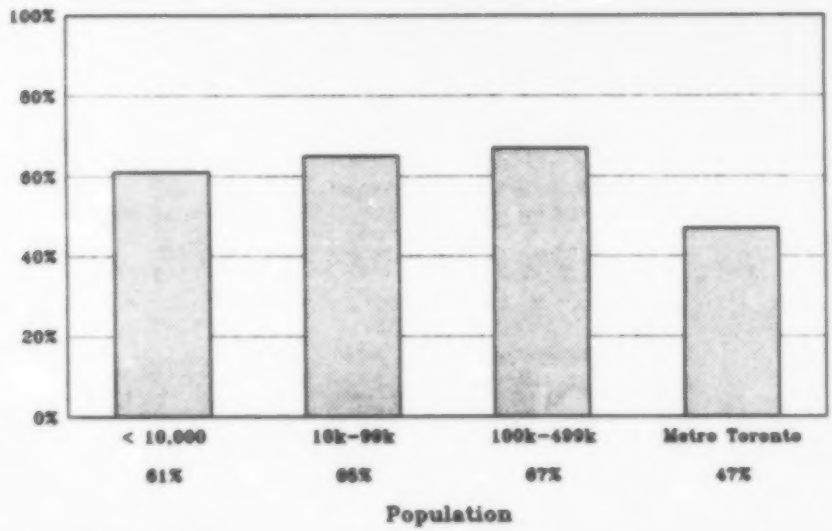
Chart 10.4




Number of Responses: 482
Missing Responses: 69

Chart 10.5

**Percent of School-age Programs Serving Children Aged 10+ by Population**




Number of Responses: 482
Missing Responses: 69

Non-profit programs and school-based programs are more likely than other programs to be serving children aged ten and older. Programs in the Southwest Region are more likely than programs in other regions to be serving these children. Programs in Metro Toronto are less likely to be serving children aged ten and older than are programs in smaller population areas. All of the above noted differences are statistically significant.

Of the programs currently serving children aged ten and older, 38.8% did not indicate how frequently these children are grouped separately for programming purposes, or how frequently their activities and routines are different from those of younger children. Of the programs that did respond to these questions, less than half indicated they group children aged ten and older separately from younger children much of the time. The programs' responses also indicated that programs are evenly divided among those in which activities and routines are different most of the time, some of the time and none of the time.

When asked whether requests to provide care for children between the ages of ten and twelve the program had been received, 332 programs (60.3%) indicated they had received such requests and 165 programs (29.9%) indicated they had received no such requests. Fifty-four programs (9.8%) did not respond to the question. The programs that received these requests reported a total of 1,745 requests between September 1, 1988 and approximately July 1, 1989.

Requests to provide care of children aged ten to twelve varied among the MCSS Regions, as shown below.

. 65.2% of the programs in Central Region received requests, for a total of 309 requests;

. 48.3% of the programs in the North Region received requests, for a total of 113 requests.

. 54.7% of the programs in the Southeast Region received requests, for a total of 184 requests; and

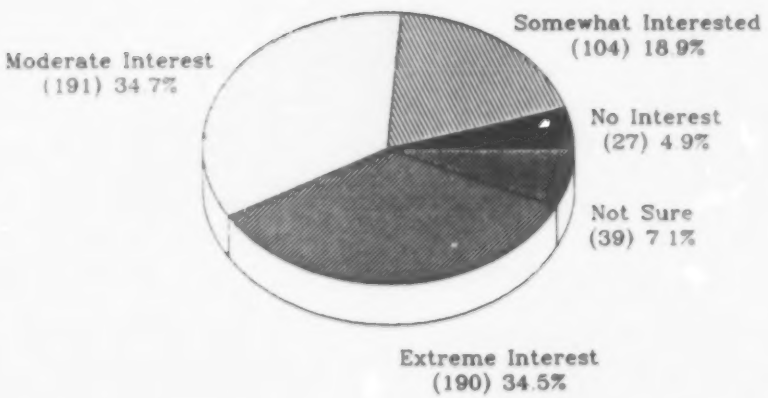
. 51.5% of the programs in the Southwest Region received requests, for a total of 229 requests.

Of the 332 programs reporting requests to serve children aged ten to twelve, 91.0% had 10 or fewer requests, and 9.0% had more than 10 requests.

When asked to estimate how many nine- or ten-year olds now in the program would continue beyond the age of ten if services were available, 258 programs--56.6% of programs responding-- report that most or all of these children would continue. Chart 10.6 indicates parents' interest in licensed care for children aged ten to twelve, as estimated by centre supervisors.

Chart 10.6

Parental Interest in Licensed Care
for 10 to 12 Year Olds
Ratings by Centre Supervisors




Number of Responses: 551
Missing Responses: 0

Interest in licensed care for children aged ten to twelve appears to be higher in the Central and Southwestern Regions; 73.4% of supervisors in the Central Region and 71.1% in the Southwest indicate that parents are moderately or extremely interested in licensed care for these children, compared with 55.2% of supervisors in the North Region and 54.6% in the Southeast. These variations are statistically significant.

Sixty percent or more of the supervisors in population areas of 10,000 and over (63.3% for 10,000 to 99,999; 78.5% for 100,000 to 499,999; 71.0% for Metro Toronto) indicate that parents are moderately or extremely interested in licensed care for children of this age group. In contrast, 42.9% of supervisors in population areas under 10,000 indicate that parents are moderately or extremely interested. These variations by population are also statistically significant.

Supervisors were asked their opinions on whether children over the age of ten should be treated differently from children under the age of ten in relation to various aspects of school-age programs. Table 10.1 summarizes the responses.

**Table 10.1: Ways in which Children age 10 and over Should be Treated Differently (as reported by Centre Supervisors)**

| | |
|---|---|
| . have different activities in the program | 90.9% |
| . follow a different routine/schedule | 61.3% |
| . have more choice in what they do in the school-age program | 86.8% |
| . have more responsibility to get to and from the school-age program | 72.1% |
| . plan their own activities and schedule | 75.5% |
| . be able to attend events, activities in the community on their own (with parental permission) | 67.5% |

**Number of Responses: 551**

**Missing Responses: 0**

Sixty percent or more of supervisors of school-age programs feel that children over the age of ten should be treated differently from younger children in each of the ways listed in the preceding chart. The smallest proportion of supervisors, 61.3%, feel that the children aged ten and up should follow a different routine or schedule. On other issues, two-thirds or more of the supervisors feel that children aged ten and up should be treated differently. Supervisors of municipal programs are significantly more likely than other supervisors to believe that children aged ten and older should follow a different routine or schedule and be able to attend events or activities in the community on their own.

Centre supervisors were asked to indicate whether they agreed with a series of statements concerning the licensing and regulations of programs for children age ten and older. The following table reports the opinions of centre supervisors.

**Table 10.2: Opinions of Centre Supervisors on Licensing and Regulating Programs for Children Age 10 and Over**

| | Agree % | Disagree % | No Opinion % |
|---|---|---|---|
| School-age programs for children age 10 and up should be distinct and separately licensed operations from child care centres for younger children. | 45.6 | 44.3 | 10.7 |
| School-age programs for children age 10 and up should be licensed as part of a child care centre serving children under age 10. | 58.3 | 30.1 | 11.6 |
| School-age programs for children age 10 and up should be licensed as part of a child care centre but the regulations for this age group should be different. | 71.5 | 18.5 | 10.0 |
| In comparison to the regulations for six- to nine-year olds, the regulations for ten- to twelve-year olds should be: | | | |
| . less restrictive regarding supervision | 63.7 | 30.7 | 5.6 |
| . allow a wider range of staff qualifications | 77.0 | 15.4 | 7.6 |
| . allow larger group sizes | 40.8 | 48.1 | 11.1 |
| . place less emphasis on physical space | 34.7 | 54.4 | 10.9 |

**Number of Responses: 551**

**Missing Responses: 0**

Interesting and significant variations occurred in responses to each of the above statements.

Supervisors appear to be evenly divided on whether school-age programs for children aged ten and older should be distinct and separately licensed operations from child care centres for younger children, with about 45% agreeing and disagreeing with the statement. However, municipal program supervisors are the most likely to agree, while supervisors of programs now serving children are ten and older are most likely to disagree.

Non-profit programs are the most likely to agree that school-age programs for children aged ten and older should be licensed as part of a child care centre but that the regulations for this age group should be different.

The majority of supervisors agree that direct supervision regulations should be less restrictive for older children and that regulations for ten- to twelve-year olds should allow a wider range of staff qualifications. No significant variation by auspice was found in either case.

A clear majority of municipal centre supervisors disagree that regulations for this age group should allow larger group size or should place less emphasis on physical space.